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ABSTRACT

The first year of RFD, a new mass media approach to reaching rural adults in their own home, was devoted to planning and preparation. The design, consisting of a unique new television series, specially prepared and selected home-study materials, and a home visit program by adult basic education para-professionals, is complete. During the project year RFD produced seven pilot television programs, designed preliminary content materials, created the evaluation system, evaluated and selected existing published content and curriculum materials, established a materials center and resource bank, prepared the promotion and publicity design, and completed selection of the RFD operating staff. All first year goals established in the original proposal were met or surpassed. (Author)

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Part I

RFD - THE FIRST YEAR

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

U.S.O.E. GRANT #OEG-0-70-4564

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THE FIRST YEAR OF RFD: PLANNING AND PREPARATION

In the first year of RFD, we planned and prepared. The design of the project...the integration of modern television techniques, the development of a revolutionary Adult Basic Education curriculum, and plans for home-visits by ABE para-professionals...is complete and unique. (See Exhibit A)

RFD is an innovative ABE national research and demonstration project specifically designed for undereducated and low income rural adults to be tested in early 1971 in Green, Iowa, Dane, and Lafayette counties of Southwest Wisconsin. What makes it innovative is its use of television and other mass media techniques combined with individualized and personalized ABE content materials and para-professional home-visits to RFD members.

RFD is primarily a demonstration of a delivery system...not of content development or of a literacy program per se. It is true that we are developing some special materials, but our prime goal is to show that a mass media based home participation program can serve ABE and Continuing Adult Education programs. The content materials developed as part of RFD are an additional dividend.

RFD will be demonstrated at a general independent level of instruction.. approximately fourth grade equivalency reading skills will be required to participate...but we suggest that the same system may be utilized at all adult education levels including illiteracy and post high-school.

As you read this report you must consider that the concepts and design are even now undergoing change and are in flux. For instance, the RFD project team is currently contemplating development of curriculum materials on a single performance and comprehension level rather than the three suggested in this report. Revision, change, and innovation will be a constant process in the RFD demonstration.

For example, early in the second year the RFD project team will discuss a number of innovative hypotheses that have been proposed by RFD staff and consultants. Among them are the following statements to be considered:

1. There is just as much need for ABE programs among high income-high education adults as there is among those on the lower end of the spectrum. Functional illiteracy knows no financial or educational bounds.

2. ABE materials can and should be developed on one level... the level of general independent readability.

3. Adults do not need to learn how to read in the traditional sense. They need to learn how to <u>decode</u> words. If they can decode, they can read.

4. There are no such things as <u>terminal</u> behavioral or learning objectives in adult education. Transitional and continuing objectives, yes. But terminal...no.

5. We would do well to discard the phrase "Adult Basic Education" and refer only to Adult Continuing Education.

6. In most cases the testing of adults...pre-testing, post-testing...all testing...is designed not to help the student learn but to justify the existence of the teaching program. Rarely does testing further the learning process of ABE participants.

7. It is time we eliminated most "sequence" from ABE programs. "Scope" yes. "Sequence" no. "Sequence" implies predetermined scheduling of instruction. A breakdown in "sequence" often generates drop-outs. Our goal should be to generate drop-ins at any point on the Adult Continuing Education continuum.

These statements are not necessarily subscribed to by RFD. They are suggested as legitimate areas of discussion and concern by all ABE professionals.

ANNUAL REPORT ORGANIZATION

This report consists of XVIII sections:

I. RFD - THE FIRST YEAR. INTRODUCTION

II. THE CONTENT COMPONENT

III. A RURAL ADULT INTEREST SURVEY

IV. PRIORITY OF RURAL ADULT INTERESTS: A Q-SORT SURVEY

V. Q-SORT SURVEY ITEM ANALYSIS: RURAL ADULT PRIORITIES

VI. THE SCOPE OF RFD INFORMATION AND ACTION

VII. COMMUNICATION SKILLS TRACK: THE SCOPE OF COMMUNICATION CONCEPTS AND SKILLS

VIII. COMPUTATIONAL SKILLS TRACK: THE SCOPE OF COMPUTATION CONCEPTS AND SKILLS

IX. COPING SKILLS TRACK: THE SCOPE OF LIFE COPING CONCEPTS AND SKILLS

X. AN ADULT ORIENTED PERFORMANCE AND PLACEMENT INDEX

XI. MONTHLY PROGRESS REPORTS

XII. MONTHLY NEWSLETTERS

XIII. MATERIALS CENTER AND RESOURCE BANK

XIV. PROMOTION AND PUBLICITY DESIGN

XV. THE HOME-VISIT COMPONENT

XVI. THE TELEVISION COMPONENT

XVII. THE EVALUATION DESIGN

XVIII. FIRST YEAR EVALUATION

Staff descriptions, sample publicity materials, sample TV scripts, and other exhibits can be found in the appropriate sections. Pilot TV programs recorded on videotape are on file at the University of Wisconsin Television Center.

The preparation for RFD is done. Now we are ready to put our plans into action.

THE RFD STAFF

The 1969-1970 RFD staff consisted of 20 education and communication specialists under the direction of Boris Frank, RFD Project Director. Frank has 15 years of television experience, producing programs at NBC, working as executive assistant to David Susskind, and working extensively in local and international television station management. He was Special Projects Director for WHA-TV before becoming Director of RFD.

Associate Project Director Stephen Udvari is an experienced educator and content development specialist. He has published several articles and books in the field of special education, and is responsible for all content development, implementation, and evaluation functions for RFD.

Associate Project Director Helene Aqua is a specialist in Adult Basic Education, with much experience in teaching English as a second language. She holds a masters' degree in Education from the University of Wisconsin, and is a member of several professional societies and educational associations.

Content specialists for RFD this past year were Doris Kreitlow, Janet Laible, Marjorie Frank, Ellen Adler and Bouri Flesch. TV writers were Susan Noble and Joan Fleckenstein. Library Consultant Tom O'Malley developed RFD's Library and Resource Bank, and Carol Tortorice and Ida Jeter were RFD's production assistants working with TV director Bob Leu.

Heading the art staff was John Glaeser, a skilled graphics designer who has worked at the University of Wisconsin Television Center for nine years. Working with him were artists Ellen Burleigh and Susan Caldwell. WHA-TV's Production Manager Al Hinderstein served as Production Control and Quality Control Supervisor.

Alice Small was the Administrative Secretary for RFD; other secretarial duties were handled by Wanda Godshall. Mary Jane Rasmussen was the project Financial Administrator.

Popular radio and TV personality Jim Mader is the host for RFD's TV shows.

RFD's Project Advisory Board was composed of:

Thomas G. Cook,	Assistant to the Chancellor, Program Development, University of Wisconsin Extension
Donald Duxbury,	Assistant Professor, Center for Community Leadership Development, University of Wisconsin Extension
Jack Ferver	Director, Center for Extension Programs in Education, University Extension
Francis Johnson	Director, Independent Study, University of Wisconsin Extension
Robert Johnson	State Supervisor, General Education, Wisconsin Board of Vocational, Technical and Adult Education
Charlotte Martin	State Supervisor, Adult Basic Education, Wisconsin Board of Vocational, Technical and Adult Education
Robert Najem	Director, Research, Design and Evaluation Team, University of Wisconsin Extension
Harry Zimmerman	Professor of Curriculum and Instruction and Coordinator, Extension Design Team, The University of Wisconsin
Burton Kreitlow	Professor of Adult Education, The University of Wisconsin

The RFD Field Professional Advisory group consisted of:

Lyle Atkinson, Lafayette County Extension Agent
Walter Babula, Janesville Vocational School (Green County)
Ed Gorman, Fennimore Vocational School (Lafayette and Iowa Counties)
George Hartman, Green County Extension Agent
Dianne Bishop, Green County Extension Home Agent
Carol Small, Iowa County Community Action Program
Alun Thomas, Madison Area Technical College (Dane County)
Ed Woll, Fennimore Vocational School (Lafayette and Iowa Counties)
LaVerne Draves, Iowa County Extension Agent

Crucial to the success of RFD were discussion meetings held in the first few months of the project with various representatives of county agencies. These meetings were held to acquaint the county representatives and the staff with each other, and to present the goals of RFD; these meetings are indicative of the close cooperation the RFD staff has had with county agencies. From recommendations made at these meetings, RFD was able to select an RFD Field Advisory Board composed of non-professionals who live in the counties to be served by RFD. The group meets regularly with the RFD staff. Members of the board are:

Richard Nelson
Pearl Soper
Terry McDonald
Sara Shackleton
Kristy Nelson

The first year RFD consultancy staff included:

Richard Cortright, Adult Education Association,
Washington, D. C.

William Griffith, The University of Chicago

Theodore Pinnock, Human Resource Development Center,
Tuskegee Institute

David Prowitt, Executive Producer and Washington
Correspondent for National Educational Television

Edwin Smith, Florida State University

Wayne Otto, The University of Wisconsin

Robert Boyd, The University of Wisconsin

J. B. Adair, North Carolina State University

The cooperation and efforts of literally hundreds of individuals and organizations in the RFD project area are too numerous to mention. Without their assistance the RFD design would not be a reality.

It is estimated that a combined total of over $25,000 worth of staff time has been donated to RFD by University, State and local professionals during the first year of operation.

A special word must be said for the encouragement and guidance provided by RFD's "father," Dr. Burton Kreitlow. Dr. Kreitlow proposed the basic RFD design, articulated the needs to be dealt with, and suggested the basic concepts on which the RFD plan is based.

Part II

RFD
"RURAL FAMILY DEVELOPMENT"
First Year Report, June 1970

THE CONTENT COMPONENT

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

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RFD CLEARS THREE
BIG HURDLES IN FIRST YEAR

In retrospect, this first project year has been filled with excitement and frustration. The frustration has come from the limits of time and resources that have tended to limit the scope of the project. The excitement has come from the realization that we have developed a viable educational design that is truly unique and that our design concept is sound.

Initially our first hurdle was to overcome some of the traditional beliefs of ABE; namely that since adults are learning communication and computation skills from the beginning of the learning spectrum, they can be put into an elementary school setting for their learning experiences and subjected to the grade-placement progression.

The second hurdle dealt with the scope and sequence of materials for adults. Overcoming the idea that adults must learn all the information from the beginning of one concept to the start of a succeeding concept was difficult. Again the traditionalists did not allow the adults to fulfill their basic practical needs, rather they subjected adults to tasks that fulfilled only good pedagogical techniques and methods.

The third hurdle was in reference to adult learning style. RFD contends that adults have certain learning needs to satisfy specific life coping situations. Our contention is that the RFD project is not a literacy program; instead, RFD is a program that provides adults with strategies of who to see, where to go and what to do. As the individual learns to solve his most pressing and relevant needs, he is at the same time learning and applying communication and computation skills.

Our investigations and subsequent development have run a painstaking course. The design of our ABE Education Model and the Educational Delivery System has taken a great deal of time. It was worth the effort, since the structure now permits us to move with greater speed than if we had started developing content materials at the outset.

A preliminary survey of our clients revealed certain demographic information that was vital in supporting RFD's concept of client interests, behavior and needs. This information was reinterpreted with a Q-sort to determine the client's priority of relevant concerns. Ultimately, this list of priorities served as the base for the development of our RFD content materials.

As part of our delivery system, RFD developed a three-track scope and sequence model; it utilizes the concepts inherent in communication and computation skills of the elementary education curriculum. These concepts were reinterpreted into three performance levels for adults...the communication and computation skills tracks. The third track called life coping skills, is a correlation of these two skills and is specifically defined in terms of transitional behavior objectives for adults. Using the 14 major concerns of rural undereducated adults as determined by the Q-sort, the content development team is plugging in these concepts and objectives into the units of the RFD Content Centers.

We have reviewed the existing materials in the field of ABE, we have invited ABE experts to sit with us or have visited with them, and we have listened to the voices and ideas of the adults RFD will serve. We are encouraged by their criticisms and support for the RFD project.

With the development of effective television presentation techniques to motivate the rural adult to participate in the program and the development of a comprehensive field operations program for personalized home visitations, we are convinced that our program will provide a valuable link in the continuing education process for adults.

TOWARD A PHILOSOPHY OF RURAL FAMILY DEVELOPMENT

A DEFINITION OF ADULT BASIC EDUCATION

Before a statement of philosophy can be attempted, an operational definition of Adult Basic Education must be attempted. For the most part, a good definition does not exist. At least, there is no definition to date that is universally used. The Rural Family Development project presents the following definition as a spring board for its own operation.

Adult Basic Education is an instructional process of information and action in the continuing stream of life-long education designed to provide experiences and skills to improve the quality of life of adults who are functioning at a level of performance and participation that does not permit their skillful use of available alternatives and their total involvement in today's complex society.

A STATEMENT OF PHILOSOPHY

The major premise of the RFD Statement of Philosophy is the idea that education is a life-long process from the cradle to the grave and Adult Basic Education is but one link, serving not as an end in itself, but rather a continuing process for acquiring experiences and skills in coping with the practical events of living.

The need for Adult Basic Education has never been more acute than in this present age of knowledge, explosion, and technical revolution. As a result more people are living longer, stretching both productive and leisure years. Employment requirements and skills are higher. Life rhythms have changed, requiring skillful use of available alternatives and emphasizing that each individual must have the power to control his own destiny in a world that encroaches on the dignity of man and moves him toward obsolescence. Learning, then, is the key. Education must provide for the learner a system of strategies that he can apply to alternatives for making judgments and causing behavioral changes to suit his individual purposes.

Rural Family Development is a program of information and action that believes in the basic integrity of all men and their usefulness to themselves and others. Therefore, we believe that all men, regardless of limitation, have a basic right to know and develop to the fullest of their capacities.

This development process of perceiving, feeling, behaving and becoming relates to the four basic needs of rural undereducated adults; they are:

Need to know,

Need to relate,

Need to work,

Need to contribute.

We, therefore, do not presume to fulfill these needs by providing answers, rather we intend to present information in terms of alternatives for making judgments and allowing the learner to translate them into action strategies. Concrete and practical experiences will be stressed as opposed to abstract information and meaningless drill or repetition. We do not intend to remove the learner from his cultural milieu or take away what has meaning for him, rather we wish to supplement it and share the richness of the culture. By recognizing the learner's special and unique knowledges and skills, we fully intend to build upon his self-esteem. We also recognize the great harm in raising the adult's level of aspiration without providing realistic alternatives for their fruition. Strategies will be offered to guide the learner to be more productive with available resources. Finally, there will be no hidden effort to change the basic beliefs of the learner for political or any other divisive

ends, rather the concept of change will be employed as a process for self-realization. Hopefully self-realization will lead to a sense of community responsibility and participation.

We subscribe to Jean Jacques Rousseau's principle of "taking the learner where he is and leading him as far as he can go." To operationalize this principle we would amend it to read "as far as he wants to go." Our aim is not to plot the course to follow, rather to provide road maps on how to get there. The choice of the route and the pace he wishes to go must be the prerogative of the learner. This may mean accepting entry at any level of performance or interest. Furthermore, the learner must be able to use the program to satisfy his specific needs and not any prescribed pedagogical system that must meet program needs to survive. Lapses in program participation or entry and early terminations and reentry must be accepted as usual patterns of behavior, for the adult learner has different responsibilities, different time commitments, different needs to satisfy, different views of relevance and different realities to which he clings.

Our program is not a literacy program per se, although one of our aims is to help the adult improve communication and computation skills. We believe that the use and application

of information is only effective if it conforms with the adult learner's beliefs and concept of reality. For the most part, adults forget or dismiss facts and concepts that run counter to their beliefs, regardless of the soundness of such facts and concepts. We hold that adults want to deal with problem situations of life and that reading and figuring are only two of those problems. Therefore what helps the learner also helps the learning---communication and computation skills are developed and applied in life coping situations.

Although our program intends to serve a mass rural population with an individualized approach, the teacher (home-visitor) is still the best facilitator of learning. We believe that the teacher should be a warm human being whose chief purpose is to maintain a helping relationship with the adult learner. Personalization is vital to a home-study operation and the emphasis of this relationship is on the learner rather than the content to be learned.

AN ADULT BASIC EDUCATION CONCEPT MODEL FOR RURAL FAMILY DEVELOPMENT

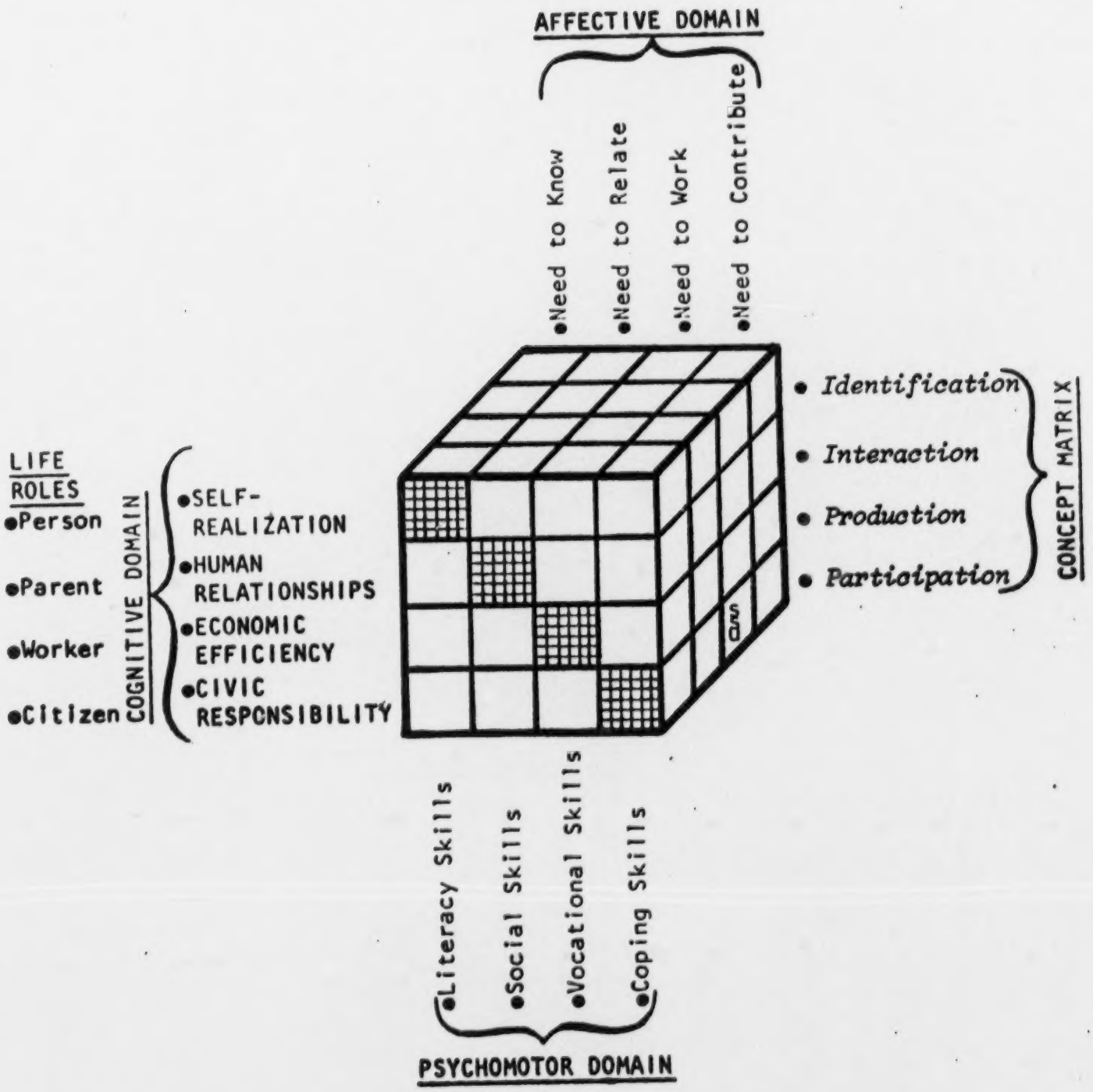
Preliminary to developing a viable program design, the RFD content component felt it necessary to look critically at Adult Basic Education in general. This naturally lead to thinking about the major concepts inherent in education for adults.

It was reasoned that since adult basic education contributes directly and immediately to increasing the competence of adults who are affected by and can influence many aspects of social change, a concept model could be designed that would integrate such factors as needs, concepts, goals, roles, and skills. Furthermore, such a design would serve as the structure for the operationalized Educational Delivery System.

The following is a description of the Adult Basic Education Concept Model. To clarify its dimensions, we shall use Bloom's "Taxonomy of Educational Objectives" classifications; they are the Cognitive Domain, the Affective Domain, and the Psychomotor Domain. (Please refer to Exhibit A on page 9 for an illustration of the model.)

EXHIBIT A

AN ADULT BASIC EDUCATION CONCEPT DESIGN



Goals for ABE are derived from the needs of adult individuals. These are a wide range of felt, real, and postponed needs. It is possible to develop an exhaustive list; however, nearly all needs can be assigned to one of the following four categories: 1) need to know, identify, 2) need to relate, be heard, 3) need to work, be productive, and 4) need to contribute, determine one's own destiny. Since needs are the outgrowth of feelings, we can assign them to the Affective Domain.

Using the above needs, we can prescribe a set of goals. These goals are the same as those proposed by the Educational Policies Commission of the National Education Association. The goals are: 1) the goal of self-realization, 2) the goal of human relationships, 3) the goal of economic efficiency, and 4) the goal of civic responsibility. Interestingly enough, the goals also define the life-roles of man. These roles are man as *a person*, *a parent* (symbolic for helping agent), *a worker*, and *a citizen*. Furthermore, these roles can serve to establish the basic concept matrix involved in ABE. The concepts are *identification*, *interaction*, *production (management)*, and *participation*. Since these elements describe concepts, they are the substance of knowledge and are, therefore, assigned to the Cognitive Domain.

Knowledge is applied to the task of acquiring skills, ways of doing or dealing with things. As the result of our need to know we develop literacy or communication skills. We use these skills to gather information about ourselves and others.

In turn, they help us develop social skills as a response to our need to relate, the act of getting along with others. As the result of our human relationship interactions we need to do for others---we need to work, to create, to be productively engaged. To be productively engaged we must acquire vocational skills. Our vocational skills are used to make contribution to the community. As community persons we employ coping skills to participate in civic responsibilities. Ultimately these coping skills are used as strategies for political and social change. Since skills are performed, observed, and measured, they are assigned to the Psychomotor Domain.

Note how each component of the model relates inextricably to each of the other components. In analyzing the model illustration, note further how each of the elements interact in a total supportive scheme.

THE RURAL FAMILY DEVELOPMENT EDUCATIONAL DELIVERY SYSTEM

Introduction: The ABE Concept Model was translated into an operational educational delivery system to serve as the structure for developing a viable curriculum model. This system employs an integrated curriculum approach. In other words, the communication and computation skills will not be taught separately as in traditional literacy programs. Most curricula for adults are designed in traditional text book fashion, with separate texts for reading, writing, computing, and social skill improvement. The RFD Educational Delivery System integrates all of these variables in single unit presentations. Relevant social coping strategies are determined on a priority scale of use and importance and simultaneously integrated with listening, speaking, reading, spelling, writing and computing skill development.

The basic premise of the Integrated Curriculum Design is that adults can be taught to read, write and compute through a system of coping skills that represent their most pressing needs within their immediate life frame. These strategies are designed in the form of problem solving relationships for

strengthening judgments that are translated into action in exercising the adult role as a person, a parent, a worker/consumer and citizen. It has been noticed in researching present ABE programs that almost invariably the first objective is *to help the adult master the basic education skills*. There are few adults who want to master anything, let alone basic education skills. True, RFD is interested in upgrading learner skills in the basic subject areas but also in enabling adults to learn how to employ strategies needed to improve the quality of their lives while learning other practical skills.

We have unwittingly overlooked, or worse, minimized the contribution of adult education to deal with social change. Traditionally there has been over emphasis on method of education and degree of learner involvement instead of focusing on social issues and problems.

The RFD project addresses itself to one of the most perplexing variables confronting all ABE programs...the problem of motivation. After working hard all day or being frustrated by continued unemployment, it's hard to drag oneself out of the house, drive miles to some classroom that recalls for the adult his early failures, and then be bright and receptive to one's *educational opportunity*. Adults want to participate in programs at their own timetable, when their desire is at a peak, and when what is being taught interests them. Inasmuch,

adult programs are voluntary, adults want to come when they can, leave when they want to, or when their needs have been met, and return anytime they feel the urge to know. Unfortunately, many adults become forced drop-outs simply because they missed three classes in a row, or failed to move sequentially from one grade level to another. To meet these kinds of needs, program designs must consider and incorporate the variables of flexibility, availability, and applicability of the curriculum delivery system.

The Rural Family Development project incorporates these variables in an all-new approach to reaching the rural undereducated...not in the traditional classroom and in-front-of-the chalkboard setting...but in their own homes.

The project is designed as a three-pronged thrust, utilizing television, individualized home-study techniques and personalized contacts in the home to reach its participants.

Experience has shown in order to reach rural adults with messages, the communicator must use those things through which they are now receiving messages. Television has been selected as the primary vehicle for conveying messages to and motivating potential rural learners, since about 95% of all rural homes have at least one TV set.

The curriculum offering of RFD will be practical. The content units will expand learning situations to which the adult's

background of experience can readily be related. Thorndike in his Learning Theories of connectivism points out that adults have already made many permanent stimulus-response bonds which they use...some deter rather than further learning. One of the purposes of the home-visitation agent is to detect these bonds and relay the information to the development team for creating new learning situations in order that the adult may recognize these errors and learn new relationships. In short, the purpose of RFD is not to destroy the environment that the participants are familiar with, but to capitalize on those aspects of the environment that the adult finds somewhat favorable and relevant with which to cope. The idea of coping as used by RFD is not just getting along, rather it is a dynamic expansion of the term to mean to deal with effectively.

THE EDUCATIONAL DELIVERY SYSTEM

Briefly, EDS is a content distribution and organizational system, centrally developed and produced on a high professional plane, yet so extremely flexible that it meets a large variety of needs in terms of interests, abilities, developmental growth, scheduling, regional limitations, and so forth.

Utilizing the four major goals of education in democratic society as stated in Exhibit A, the RFD project has been designed around four major *Content Centers*. Each Content Center contains integrally related information about life experiences. These experiences are based on the concept development scheme of *being* and *becoming*, a relationship of moving inward then outward.

The Content Centers are: About ME, About Me and Others, About Me and My Money, and About Me and My Community.

For a schematic representation of the RFD Educational Delivery System see Exhibit B-1 on page 20. Observe that the objectives for the program are derived from an assessment of adult priorities of *wants*, *interests*, and *needs* and integrated with the goals of education. The alphabetical designations listed under each content center represent the modular units of instructional content. At the bottom right, input of developmental processes are considered in reference to the full range of basic communication skills. Each content unit is designed in reference to communication and computation skill development. For the most part, each lesson is designed on a general independent instructional level. Individual differences are met through a developmental branching in the Three Track Integrated Concept System. Individual differences are considered in terms of performance, ability, motivation, rate of learning and self-pacing, and so forth. A personalized prescription is provided for each learner with the helping relationship of the home-visitor allowing all learners to participate under full flexibility of personal limitations.

The Content Center titles were carefully chosen to create a stronger sense of personalization that would be non-threatening. The use of the word *ME* tends to create an immediate sense of self-identity and convey the feeling of self-direction; whereas,

the commonly used title of *YOU* tends to be directive and projects feelings outward from the individual...it is someone else, not me. Incidentally, it is correct to say *my money and me*, however we chose the vernacular form for emphasis and identification.

Surveys and resource people of the same life style as our potential clients were used to determine the priority of adult wants, interests and needs. Prophetically, the initial letters of wants, interests, and needs spell out the word WIN.

Each Content Center has clusters of information designated as modules, each of which contains two or more integral and/or cumulative lessons designed around specific behavioral specifications. For example the Content Center titled About Me and My Money is divided into two parts, About Me and My Home and About Me and My Work, containing the following modules:

Part I	Part II
Managing My Family's Money	Looking For A Job
The Joy of Good Food	Applying for that Job
Buying Guides	How to Get the most From My Job
Health, Safety & Sanitation	
Making A House A Home	

The Content Centers illustrated in the model are used to designate the titles of four three-ring binders made for insertion of loose-leaf instructional materials. Instead of a textbook or workbook, the adult learner will receive four empty binders each with an appropriate index of modular units and divider tabs (as described in the aforementioned paragraph),

ready to be filled with special instructional units that will be individually prescribed for the RFD member.

About 100 different instructional units constitutes the curriculum offering. The adult learner inserts the unit in the proper Content Center loose-leaf binder, thus beginning his own encyclopedia of strategies for coping with life events.

The loose-leaf binder and content system has numerous advantages over traditional textbooks in addition to flexibility of choice and student involvement in developing his own materials:

1. Appropriate existing materials may be inserted at any time in the binder.
2. The student is not innundated with materials irrelevant to his particular needs.
3. Revision or additions can easily be made without revising or dating the entire book.
4. New units can be prepared for distribution without revising the entire book.
5. Materials can be highly localized and regionalized... special language and ethnic needs can be met on a unit basis.
6. Content experts from throughout the country can participate in developmental projects in their specialty on a unit-by-unit basis.

In studying the EDS model, one might visualize a bill of fare, a menu from which one may choose as his appetite would move him. Rightly so, for the learner has an added option to select from each Content Center and each module the lesson that suits him most. Each lesson is sequentially tabbed, making an obvious

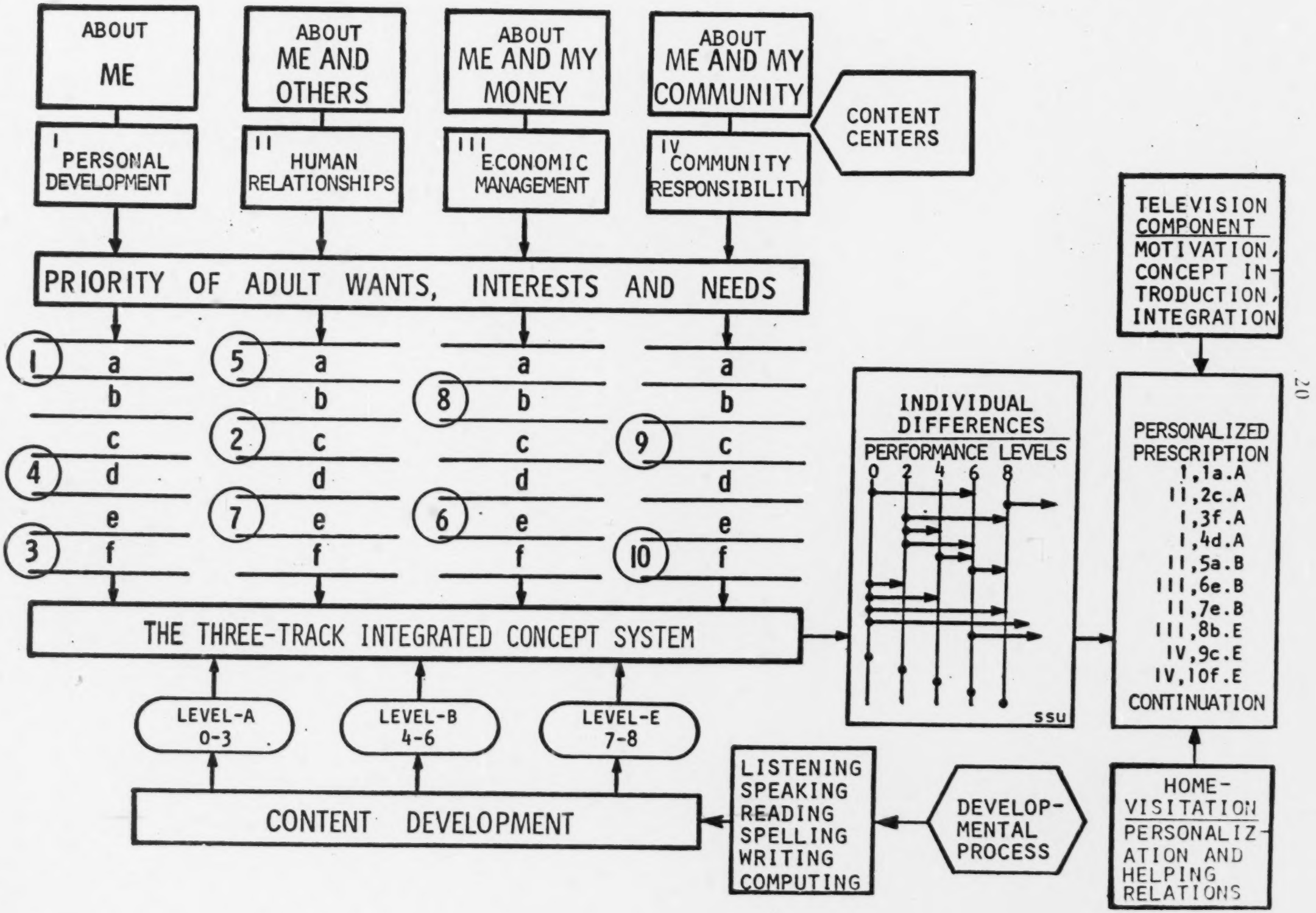
break in the order if the learner is choosing at random. Confronted with the breaks in his personal encyclopedia, the adult has added psychological motivation to complete the broken sequence.

The final facet of the RFD Educational Delivery System design it that every member will be able to participate in and benefit from the total program. For example, if an individual enters on Level B and does not progress developmentally beyond that point, he does not have to drop out of the program. He will be permitted and encouraged to continue and benefit from the full range of the content materials, since all materials are designed on an independent level of performance, stressing high interest and practical application. On the other hand, if an individual requires or requests developmental materials, he will receive supplementary materials to meet his peculiar needs.

Advancement in our educational system is now based on vertical movement...when you have mastered the 2nd grade materials you advance to the 3rd, then the 4th, and 5th and so on. We do not provide for those who cannot go beyond a given grade level... as far as we are concerned, his education is over. The RFD Content Center system provides for unlimited horizontal educational advancement...an RFD member can continue to learn, in a variety of fields, indefinitely, broadening his life coping skills, at a given *success* level. Naturally, we hope he will advance vertically and improve basic skills. However, we have provided for those millions of Americans who cannot do this.

THE RURAL FAMILY DEVELOPMENT EDUCATIONAL DELIVERY SYSTEM

EXHIBIT B-1



THE RFD CURRICULUM DESIGN:
A THREE-TRACK INTEGRATED CONCEPT SYSTEM

For years we have been perpetuating a false notion that adults learn in the same manner as do children. This notion has been compounded by subjecting adults to the same learning strategies and materials as are children. As a result adults are disillusioned in formal education. Moreover they are dropping out of basic education classes by the droves. The present dropout rate in adult programs is around 60%.

To justify this enormous exodus we are told that adult dropouts lack the ability to use the formal educational material, or they simply lack motivation to engage in educational activities.

The truth of the matter is that adult learners are bored and demeaned by an outmoded education process that requires them to move through a system of year-grade progression.

Inherent in the year-grade progression is the process of content scope and sequence. This simply implies that concepts in communication and computation skills are taught sequentially,

requiring prerequisite concepts to be learned before more difficult concepts are introduced.

In short, learners are committed to work through the whole program from beginning to end. There is little or no opportunity for the adult to exit or omit a step in the scope and sequence path if he understands the material. There is less opportunity for the adult learner to choose the specific content of his interest. The Rural Family Development Project was designed to eliminate some of the major barriers that thwart adult interest and progress in self-development.

THE OBJECTIVE OF COPING BEHAVIOR

One of the major objectives of the RFD project is to assist rural undereducated adults to improve the quality of their lives by providing them with information and strategies for coping more effectively with the resources they have and utilizing the alternatives that are available.

BASIC PROGRAM DELIMITATIONS

1. Home-study centered program.
2. Personalized home visits once a week.
3. Television used to motivate and integrate content.
4. An information and action program as opposed to literacy skill development.
5. Minimum performance requirement equivalent to fourth grade achievement.

6. All content materials will be developed on the intermediate level of independent instruction. (equivalent to 4th to 6th grade reading difficulty.)

7. Adult learner has the option of self-prescribed study.

The reason for limiting the entry to a fourth grade equivalency is that is is impossible, at least impractical, to teach illiterates how to read or compute in an independent home-study program with only one home unit per week. Furthermore, the primary purpose of the research project is to evaluate a new program approach and content materials. However, adults identified as being illiterate will be referred to existing programs in literacy skill development.

METHODOLOGY IN DETERMINING CURRICULUM RELEVANCE

The general field of ABE was researched to determine the kinds of needs or personal objectives undereducated adults were seeking to fulfill. Furthermore, the RFD target area of Southwest Wisconsin was canvassed and local governmental agencies, service organizations and potential RFD members were invited to express their needs. As a result, a Rural Adult Interest Survey was conducted by the Wisconsin Survey Research Laboratory. (See Part III for a full report.)

The interest survey responses were expanded to include 104 items that were categorized into the four Content Centers described in the Educational Delivery System. The chief concern of the content staff was the priority order of rural adult needs.

A Q-sort was designed to determine the most pressing needs and interests of the client group (see Part IV, Priority of Rural Adult Interests: A Q-sort survey.)

The Q-sort served two purposes:

1. To utilize the results of adult priorities as a guide for developing information and action units for home-study and television programs.

2. To utilize the priority ordering as indicators for building into content units developmental concepts of communication and computation skills (see Part V. A Q-sort Survey Item Analysis of Rural Adult Interests.)

The Q-sort survey provide the content staff with the structure for determining the RFD curriculum scope (see Part VI, The Scope of RFD Information and Action Content Center Curriculum Outline.)

The fourteen priority items served to identify the eight major modules (40 individual instructional units) that will be originally developed by the Content Component. Ten additional modules (50 individual instructional units) will be constructed from existing ABE materials developed by commercial publishers.

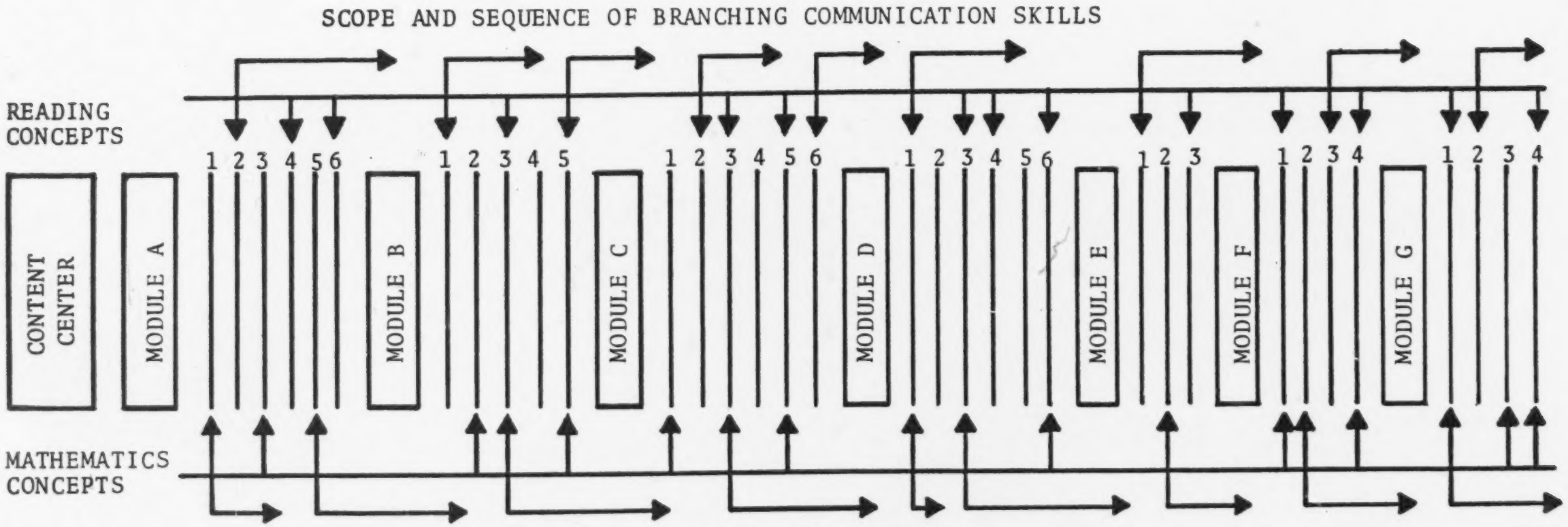
HOW THE THREE-TRACK INTEGRATED CONCEPT SYSTEM WORKS

Originally it was planned to prepare all content units of instruction on three different ability levels, however time and resources required that we modify this plan with a more practical approach. The three ability levels idea provided for developmental skill building. However, our stress was not on literacy skill acquisition, rather on problem solving or coping skills application. Furthermore, the Content Center idea provided for random selection of learning materials. We felt compelled to avoid any instructional system that committed the learner to a scope and sequence scheme, without choice access or exit, yet providing for the contingency of skill development.

The most logical system was to capitalize on the adult learner's interest in random selection of relevant coping strategies. This meant that communication and computation skills had to be integrated in the content materials. A three-track system was designed. The design might be visualized as a subway train: the center track or the "hot track" would carry the coping skills, the two outside tracks of communication and computation skills would provide the stability in learning methods and mechanics. A model of the Three-Track Integrated Concept System is illustrated in Exhibit B-2 on the next page.

EXHIBIT B-2

THE THREE-TRACK INTEGRATED CONCEPT SYSTEM



The communications concepts and skills (Part VII) and the computational concepts and skills (Part VIII) inherent in elementary grades 1 through 8 were reviewed, compiled and categorized into three levels:

Level A or I (equivalent performance: 0 to 3 grade achievement)

Level B or II (equivalent performance: 4 to 6 grade achievement)

Level E or III (equivalent performance: 7 to 8 grade achievement)

Furthermore, these concepts were then translated into coping skills (Exhibit I) and formulated as transitional behavior objectives to be used in writing the content units. These major concepts were inserted into the fourteen areas of highest preference as indicated in the Q-sort Survey (Part V).

The learner is permitted to select any of the content units at random. As he deals with the materials, he may encounter a communication or computation concept he does not understand. At this point the learner is branched off to the track in which he experiences difficulty. He is given a quick screening to determine how far back he need go to grasp and deal effectively with the concept posing difficulty (See Part X, An Adult-Oriented Performance and Placement Index for proposed test information).

If the adult grasps the concept he simply moves on. The learner's right to reject remediation is honored, however, the same concept may be encountered in parallel situations, making him realize the need for remediation.

Part III

RFD

"RURAL FAMILY DEVELOPMENT"

First Year Report, June 1970

A RURAL ADULT INTEREST SURVEY

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

U.S.O.E. GRANT #OEG-0-70-4564

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

The following study was commissioned by RFD to assist the Project Team in determining the needs and interests of the RFD client group. It was administered during the Spring of 1970 to 60 residents of rural Dane, Iowa, Lafayette, and Green counties, Wisconsin. None of the respondents had completed more than 8 grades of schooling and all but one were 25 years old or older.

DECK 1. COMMUNICATIONS MEDIA PREFERENCES

DECK 11. PERSONAL PRACTICES

DECK 111. INTEREST AREA PREFERENCES - PAGES 1 - 10
DEMOGRAPHIC INFORMATION PAGES 10- 18

EXHIBIT C

RURAL FAMILY DEVELOPMENT PROJECT

THROUGH TELEVISION:

A RURAL ADULT INTEREST SURVEY

DECK I. COMMUNICATIONS MEDIA PREFERENCES

DECK II. PERSONAL PRACTICES

DECK III. INTEREST AREA PREFERENCES PAGES 1-10

DEMOGRAPHIC INFORMATION PAGES 10-18

COL. NO.

RURAL FAMILY DEVELOPMENT PROJECT THROUGH TELEVISION

PROJECT 417 DECK 1

1-3 IDENTIFICATION NUMBER

4 N 0/0 Q1. WE'RE INTERESTED IN PEOPLES T.V. VIEWING, RADIO LISTENING, AND LEISURE TIME INTERESTS. LET ME ASK YOU FIRST - DO YOU EVER LISTEN TO RECORDS PLAYED ON A PHONOGRAPH.

43	71.7	1. YES
17	28.3	2. NO (CODE 8 IN COLUMNS 5-6)
0	.0	9. NOT ASCERTAINED
---	---	
60	100	

COL. NO.

5 N 0/0 Q1A. DO YOU OWN ANY RECORDS.

N	0/0	
34	56.7	1. YES
9	15.0	2. NO (CODE 8 IN COLUMN 6)
17	28.3	8. INAP., NO TO Q1
0	.0	9. NOT ASCERTAINED
60	100	

6 N 0/0 Q1B. HOW MANY.

N	0/0	
9	15.0	1. 20 OR LESS
10	16.7	2. 21-49
10	16.7	3. 50-99
5	8.3	4. 100 OR MORE
26	43.3	8. INAP., NO TO Q1, Q1A
0	.0	9. NOT ASCERTAINED
60	100	

7 N 0/0 Q2. DO YOU EVER LISTEN TO THE RADIO.

N	0/0	
59	98.3	1. YES
1	1.7	2. NO(CODE 8 IN COLUMNS 8-14)
0	.0	9. NOT ASCERTAINED
60	100	

COL. NO.

Q3. I'LL READ A LIST OF KINDS OF RADIO PROGRAMS. WILL YOU TELL ME WHICH YOU LIKE BEST AND WHICH YOU LIKE NEXT BEST, AND WHICH YOU LIKE 3RD BEST.

8	N	0/0	1ST RESPONSE
	0	.0	0. OTHER (MAKE OUT CARD)
	41	68.3	1. NEWS
	12	20.0	2. MUSIC
	4	6.7	3. SPORTS
	0	.0	4. CALL-IN
	0	.0	5. INTERVIEW AND TALK
	1	1.7	6. SPOT INFORMATION
	0	.0	7. FARM AND MARKET REPORTS
	2	3.3	8. INAP., NO TO Q2, NO FAVORITE PROGRAM
	0	.0	9. NOT ASCERTAINED
	60	100	

9	N	0/0	2ND RESPONSE
	3	5.0	0. OTHER (MAKE OUT CARD)
	7	11.7	1. NEWS
	17	28.3	2. MUSIC
	10	16.7	3. SPORTS
	6	10.0	4. CALL-IN
	5	8.3	5. INTERVIEW AND TALK
	2	3.3	6. SPOT INFORMATION
	3	5.0	7. FARM AND MARKET REPORTS
	7	11.7	8. INAP., NO TO Q2, NO 2ND FAVORITE PROGRAM
	0	.0	9. NOT ASCERTAINED
	60	100	

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COL. NO.			
10	N	O/O	3RD RESPONSE
	0	.0	0. OTHER (MAKE OUT CARD)
	6	10.0	1. NEWS
	13	21.7	2. MUSIC
	11	18.3	3. SPORTS
	4	6.7	4. CALL-IN
	7	11.7	5. INTERVIEW AND TALK
	5	8.3	6. SPOT INFORMATION
	2	3.3	7. FARM AND MARKET REPORTS
	12	20.0	8. INAP., NO TO Q2, NO 3RD FAVORITE PROGRAM
	0	.0	9. NOT ASCERTAINED
	---	---	
	60	100	
11-12	N	O/O	Q4. WHO IS YOUR FAVORITE RADIO PERSONALITY.
			LIST
	1	1.7	01. CLYDE COFFEE
	3	5.0	02. JIM MADER
	1	1.7	03. JOYCE MAVIS
	1	1.7	04. LOWELL THOMAS
	1	1.7	05. ART LINKLETTER
	1	1.7	06. ARTHUR GODFREY
	1	1.7	07. TENNESSEE ERNIE FORD
	1	1.7	08. ANDREW CARSON
	1	1.7	09. LIBERACE
	1	1.7	10. FRANKLIN MCCORMICK
	1	1.7	11. JOHN SCHERMERHORN
	1	1.7	12. WALTER CRONKITE
	1	1.7	13. PAUL HARVEY
	1	1.7	14. STEFFAN
	40	66.7	69. NONE, DON'T KNOW
	1	1.7	88. INAP., NO TO Q2
	3	5.0	99. NOT ASCERTAINED
	---	---	
	60	100	

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COL. NO.

13-14 N O/O Q5. WHAT RADIO STATION DO YOU LISTEN TO MOST.

LIST

12	20.0	01. WIBA
3	5.0	02. WISM
15	25.0	03. WEKZ, WKEZ (MONROE)
2	3.3	04. WLS
4	6.7	05. WGN
5	8.3	06. WFWW, WSWW (PLATTEVILLE)
13	21.7	07. WDNP, WDMP (BETWEEN MINERAL POINT AND DODGEVILLE
1	1.7	08. CEDAR RAPIDS
2	3.3	09. WKOW
0	.0	11. DUBUQUE
1	1.7	12. WHA
1	1.7	13. WBBM
1	1.7	88. INAP., NO TO Q2
0	.0	99. NOT ASCERTAINED
60	100	

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COL. NO.

15	N	O/O	Q6. WHAT IS YOUR FAVORITE KIND OF MUSIC.
	1	1.7	0. OTHER (MAKE OUT CARD)
	38	63.3	1. COUNTRY AND WESTERN
	14	23.3	2. POLKA
	4	6.7	3. POP (STANDARDS)
	1	1.7	4. CLASSICAL
	0	.0	5. JAZZ
	0	.0	6. ROCK
	2	3.3	7. RELIGIOUS
	0	.0	9. NOT ASCERTAINED
	60	100	

16	N	O/O	Q7. WHAT KIND OF TELEVISION SET DO YOU HAVE ACCESS TO. IS IT BLACK AND WHITE OR COLOR.
	0	.0	1. NONE
	41	68.3	2. BLACK AND WHITE
	19	31.7	3. COLOR
	0	.0	9. NOT ASCERTAINED
	60	100	

COL. NO.	N	0/0	
17			Q8. DO YOU EVER WATCH TELEVISION.
	60	100.0	1. YES
	0	.0	2. NO (MAKE OUT CARD)
	0	.0	9. NOT ASCERTAINED
	60	100	
18	N	0/0	Q9. WHICH IS YOUR FAVORITE T.V. CHANNEL.
			LIST
	42	70.0	1. CHANNEL 3
	7	11.7	2. CHANNEL 27
	2	3.3	3. CHANNEL 15
	1	1.7	4. CHANNEL 2 (CEDAR RAPIDS, IA)
	1	1.7	5. CHANNEL 13 (ROCKFORD)
	5	8.3	6. NONE, NO FAVORITE, DON'T KNOW
	0	.0	8. INAP., NEVER WATCH
	2	3.3	9. NOT ASCERTAINED
	60	100	

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COL. NO.

Q10. OF THE FOLLOWING KINDS OF PROGRAMS YOU LIKE TO WATCH, WHICH WOULD YOU RANK 1ST, 2ND, AND 3RD.

19-20	N	O/O	RANKED FIRST
	23	38.3	01. NEWS PROGRAMS
	9	15.0	02. SPORTS PROGRAMS
	0	.0	03. CARTOON SHOWS
	10	16.7	04. COMEDY SHOWS
	0	.0	05. GAME AND QUIZ SHOWS
	1	1.7	06. REVIEW AND VARIETY SHOWS
	3	5.0	07. SOAP OPERA SHOWS
	4	6.7	08. FEATURE FILMS (MOVIES)
	9	15.0	09. WESTERN SHOWS
	1	1.7	10. DRAMA AND ADVENTURE SHOWS
	0	.0	88. INAP., NEVER WATCH
	0	.0	99. NOT ASCERTAINED
	60	100	

COL. NO.

21-22	N	O/O	RANKED SECOND
	5	8.3	01. NEWS PROGRAMS
	8	13.3	02. SPORTS PROGRAMS
	1	1.7	03. CARTOON SHOWS
	10	16.7	04. COMEDY SHOWS
	0	.0	05. GAME AND QUIZ SHOWS
	5	8.3	06. REVIEW AND VARIETY SHOWS
	5	8.3	07. SOAP OPERA SHOWS
	9	15.0	08. FEATURE FILMS (MOVIES)
	14	23.3	09. WESTERN SHOWS
	2	3.3	10. DRAMA AND ADVENTURE SHOWS
	1	1.7	88. INAP., NEVER WATCH, NO SECOND CHOICE
	0	.0	99. NOT ASCERTAINED
	60	100	

COL. NO.			
23-24	N	O/O	RANKED THIRD
	9	15.0	01. NEWS PROGRAMS
	5	8.3	02. SPORTS PROGRAMS
	1	1.7	03. CARTOON SHOWS
	7	11.7	04. COMEDY SHOWS
	7	11.7	05. GAME AND QUIZ SHOWS
	7	11.7	06. REVIEW AND VARIETY SHOWS
	0	.0	07. SOAP OPERA SHOWS
	5	8.3	08. FEATURE FILMS (MOVIES)
	8	13.3	09. WESTERN SHOWS
	4	6.7	10. DRAMA AND ADVENTURE SHOWS
	7	11.7	88. INAP., NEVER WATCH, NO THIRD CHOICE
	0	.0	99. NOT ASCERTAINED
	60	100	

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COL. NO.

Q11. WHAT ARE YOUR THREE FAVORITE T.V. PROGRAMS.

25-26 N	O/O	FIRST RESPONSE
0	.0	00. OTHER (MAKE OUT CARD)
		NEWS AND SPORTS
3	5.0	01. CRONKITE NEWS
0	.0	02. NEWS, WEATHER, NFS
2	3.3	03. FARM AND HOME HOUR
0	.0	04. HUNTLEY-BRINKLEY
0	.0	05. BASKETBALL
1	1.7	06. SPORTS, NFS
0	.0	07. BOWLING
2	3.3	08. FOOTBALL GAMES
1	1.7	09. BASEBALL GAMES
		COMEDY SHOWS
0	.0	10. ANDY GRIFFITH, MAYBERRY RFD
1	1.7	11. HEE-HAW
3	5.0	12. BEVERLY HILLBILLIES
3	5.0	13. GREEN ACRES
5	8.3	14. RED SKELTON
2	3.3	15. PETTICOAT JUNCTION
1	1.7	16. I LOVE LUCY
0	.0	17. LAUGH-IN
1	1.7	18. JULIA
0	.0	19. DICK VAN DYKE
0	.0	20. LANCER
		DRAMA, ADVENTURE AND WESTERN
0	.0	21. DRAGNET
4	6.7	22. BONANZA
3	5.0	23. GUNSMOKE
2	3.3	24. THE FBI
1	1.7	25. MOVIES
0	.0	26. DEATH VALLEY DAYS
0	.0	27. HIGH CHAPAREL
0	.0	28. HAWAIIAN EYE
0	.0	29. HAWAII 5 0

COL. NO.		
		SOAP OPERAS
1	1.7	31. EDGE OF NIGHT
2	3.3	32. AS THE WORLD TURNS
0	.0	33. GENERAL HOSPITAL
1	1.7	34. LOVE OF LIFE
0	.0	35. SECRET STORM
		REVIEW AND VARIETY, MUSIC, AND TALK SHOWS
0	.0	40. ED SULLIVAN
1	1.7	41. JOHNNY CARSON
4	6.7	42. LAWRENCE WELK
3	5.0	43. JOHNNY CASH
0	.0	44. DICK ROGERS
0	.0	45. JOE PYNE
0	.0	46. ART LINKLETTER
0	.0	47. SMOTHER'S BROTHERS
1	1.7	48. DAIRYLAND JUBILEE
0	.0	49. GLEN CAMPBELL
		DRAMA, ADVENTURE AND WESTERN(CONTINUED)
0	.0	50. THE VIRGINIAN
1	1.7	51. WALT DISNEY
2	3.3	52. GUNSMOKE
1	1.7	53. ONE LIFE TO LIVE
		REVIEW AND VARIETY, MUSIC AND TALK SHOWS (CONTINUED)
0	.0	59. JIM NABORS
		GAME AND QUIZ SHOWS
0	.0	61. NEWLYWED GAME
1	1.7	62. WHAT'S MY LINE
0	.0	63. LET'S MAKE A DEAL
0	.0	64. PASSWORD
		REVIEW AND VARIETY, MUSIC AND TALK SHOWS (CONTINUED)
0	.0	71. GOMER PYLE
0	.0	72. JACKIE GLEASON
1	1.7	73. DORIS DAY
0	.0	74. CAROL BURNETT
5	8.3	88. INAP., NEVER WATCH, NONE, NO FAVORITE
1	1.7	99. NOT ASCERTAINED
60	100	

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COL. NO.

27-28 N	0/0	SECOND RESPONSE
1	1.7	00. OTHER (MAKE OUT CARD)
		NEWS AND SPORTS
1	1.7	01. CRONKITE NEWS
2	3.3	02. NEWS, WEATHER, NFS
0	.0	03. FARM AND HOME HOUR
1	1.7	04. HUNTLEY-BRINKLEY
0	.0	05. BASKETBALL
0	.0	06. SPORTS, NFS
0	.0	07. BOWLING
4	6.7	08. FOOTBALL GAMES
0	.0	09. BASEBALL GAMES
1	1.7	10. ANDY GRIFFITH, MAYBERRY RFD
		COMEDY SHOWS
3	5.0	11. HEE-HAW
4	6.7	12. BEVERLY HILLBILLIES
0	.0	13. GREEN ACRES
3	5.0	14. RED SKELTON
0	.0	15. PETTICOAT JUNCTION
1	1.7	16. I LOVE LUCY
0	.0	17. LAUGH-IN
0	.0	18. JULIA
1	1.7	19. DICK VAN DYKE
		DRAMA, ADVENTURE AND WESTERN
1	1.7	20. LANCER
1	1.7	21. DRAGNET
8	13.3	22. BONANZA
1	1.7	23. GUNSMOKE
0	.0	24. THE FBI
3	5.0	25. MOVIES
1	1.7	26. DEATH VALLEY DAYS
0	.0	27. HIGH CHAPAREL
1	1.7	28. HAWAIIAN EYE
0	.0	29. HAWAII 5 0
		SOAP OPERAS
0	.0	31. EDGE OF NIGHT
1	1.7	32. AS THE WORLD TURNS
1	1.7	33. GENERAL HOSPITAL
0	.0	34. LOVE OF LIFE
1	1.7	35. SECRET STORM

COL. NO.		
		REVIEW AND VARIETY, MUSIC, AND TALK SHOWS
1	1.7	40. ED SULLIVAN
0	.0	41. JOHNNY CARSON
1	1.7	42. LAWRENCE WELK
1	1.7	43. JOHNNY CASH
0	.0	44. DICK ROGERS
0	.0	45. JOE PYNE
0	.0	46. ART LINKLETTER
1	1.7	47. SMOTHER'S BROTHERS
0	.0	48. DAIRYLAND JUBILEE
1	1.7	49. GLEN CAMPBELL
		DRAMA, ADVENTURE AND WESTERN(CONTINUED)
0	.0	50. THE VIRGINIAN
0	.0	51. WALT DISNEY
0	.0	52. GUNSMOKE
0	.0	53. ONE LIFE TO LIVE
		REVIEW AND VARIETY, MUSIC AND TALK SHOWS (CONTINUED)
0	.0	59. JIM NABORS
		GAME AND QUIZ SHOWS
2	3.3	61. NEWLYWED GAME
0	.0	62. WHAT'S MY LINE
2	3.3	63. LET'S MAKE A DEAL
0	.0	64. PASSWORD
		REVIEW AND VARIETY, MUSIC AND TALK SHOWS (CONTINUED)
1	1.7	71. GOMER PYLE
1	1.7	72. JACKIE GLEASON
1	1.7	73. DORIS DAY
0	.0	74. CAROL BURNETT
6	10.0	88. INAP., NEVER WATCH, NO SECOND RESPONSE
1	1.7	99. NOT ASCERTAINED
---	---	
60	100	

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COL. NO. 29-30	N	O/O	THIRD RESPONSE
	1	1.7	00. OTHER (MAKE OUT CARD)
			NEWS AND SPORTS
	1	1.7	01. CRONKITE NEWS
	1	1.7	02. NEWS, WEATHER, NFS
	2	3.3	03. FARM AND HOME HOUR
	0	.0	04. HUNTLEY-BRINKLEY
	1	1.7	05. BASKETBALL
	0	.0	06. SPORTS, NFS
	1	1.7	07. BOWLING
	0	.0	08. FOOTBALL GAMES
	1	1.7	09. BASEBALL GAMES
	3	5.0	10. ANDY GRIFFITH, MAYBERRY RFD
			COMEDY SHOWS
	3	5.0	11. HEE-HAW
	2	3.3	12. BEVERLY HILLBILLIES
	1	1.7	13. GREEN ACRES
	1	1.7	14. RED SKELTON
	1	1.7	15. PETTICOAT JUNCTION
	2	3.3	16. I LOVE LUCY
	1	1.7	17. LAUGH-IN
	1	1.7	18. JULIA
	0	.0	19. DICK VAN DYKE
	1	1.7	20. LANCER
			DRAMA, ADVENTURE AND WESTERN
	0	.0	21. DRAGNET
	3	5.0	22. BONANZA
	0	.0	23. GUNSMOKE
	0	.0	24. THE FBI
	2	3.3	25. MOVIES
	0	.0	26. DEATH VALLEY DAYS
	2	3.3	27. HIGH CHAPAREL
	0	.0	28. HAWAIIAN EYE
	1	1.7	29. HAWAII 5 0

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COL. NO.		
		SOAP OPERAS
1	1.7	31. EDGE OF NIGHT
0	.0	32. AS THE WORLD TURNS
0	.0	33. GENERAL HOSPITAL
0	.0	34. LOVE OF LIFE
0	.0	35. SECRET STORM
		REVIEW AND VARIETY, MUSIC, AND TALK SHOWS
2	3.3	40. ED SULLIVAN
1	1.7	41. JOHNNY CARSON
1	1.7	42. LAWRENCE WELK
0	.0	43. JOHNNY CASH
1	1.7	44. DICK ROGERS
0	.0	45. JOE PYNE
2	3.3	46. ART LINKLETTER
0	.0	47. SMOTHER'S BROTHERS
0	.0	48. DAIRYLAND JUBILEE
1	1.7	49. GLEN CAMPBELL
		DRAMA, ADVENTURE AND WESTERN(CONTINUED)
2	3.3	50. THE VIRGINIAN
1	1.7	51. WALT DISNEY
0	.0	52. GUNSMOKE
0	.0	53. ONE LIFE TO LIVE
		REVIEW AND VARIETY, MUSIC AND TALK SHOWS (CONTINUED)
1	1.7	59. JIM NABORS
		GAME AND QUIZ SHOWS
0	.0	61. NEWLYWED GAME
0	.0	62. WHAT'S MY LINE
1	1.7	63. LET'S MAKE A DEAL
1	1.7	64. PASSWORD
		REVIEW AND VARIETY, MUSIC AND TALK SHOWS (CONTINUED)
0	.0	71. GOMER PYLE
0	.0	72. JACKIE GLEASON
0	.0	73. DORIS DAY
1	1.7	74. CAROL BURNETT
11	18.3	88. INAP., NEVER WATCH, NO THIRD RESPONSE
1	1.7	99. NOT ASCERTAINED
---	---	
60	100	

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COL. NO.				
31-32	N	0/0	Q12. WHICH IS YOUR FAVORITE T.V. COMMERCIAL.	
			LIST	
	4	6.7	01. HAMM'S BEER	
	1	1.7	02. GASOLINE, NFS	
	1	1.7	03. KELLOGG'S CORNFLAKES	
	1	1.7	04. HI KARATE	
	1	1.7	05. JOHNSON'S FLOOR WAX	
	1	1.7	06. WOMEN'S HAIR PRODUCT, NFS	
	1	1.7	07. SOAP COMMERCIAL, NFS	
	1	1.7	08. GLEAM TOOTHPASTE	
	1	1.7	09. CHEVROLET	
	1	1.7	10. OIL HEAT, SUNDAY NOON ON CH. 27	
	1	1.7	11. CIGARETTE - COUPON ON THE SEAT OF HIS BRITCHES	
	1	1.7	12. ALKA-SELTZER	
	1	1.7	13. SOUP	
	1	1.7	31. COMICAL ONES, NFS	
	1	1.7	69. ALL	
	40	66.7	88. INAP., NEVER WATCH, NONE, DON'T KNOW	
	2	3.3	99. NOT ASCERTAINED	
	60	100		
33-34	N	0/0	Q13. WHO IS YOUR FAVORITE T.V. ACTOR OR PERFORMER.	
	0	.0	00. OTHER (MAKE OUT CARD)	
			NEWS AND SPORTS	
	1	1.7	01. JERRY DEAN	
			COMEDIANS	
	1	1.7	11. GOMER PYLE	
	1	1.7	12. LUCILLE BALL	
	1	1.7	13. BUDDY EBSON	
	1	1.7	14. GRANNY (BEVERLY HILLBILLIES)	
	9	15.0	15. RED SKELTON	
	1	1.7	16. ARTE JOHNSON	
	1	1.7	17. BILL COSBY	
	1	1.7	18. JACK BENNY	
	1	1.7	19. EVA GABOR	

COL. NO.		
		DRAMA, ADVENTURE, AND WESTERN STARS
4	6.7	21. LORNE GREENE
1	1.7	22. EFREM ZIMBALIST, JR
1	1.7	23. JOHN WAYNE
1	1.7	24. SHIRLEY MACLAINE
1	1.7	25. FESTUS ON GUNSMOKE
		SOAP OPERA ACTORS
1	1.7	31. LISA HUGHES - AS THE WORLD TURNS
		REVIEW AND VARIETY, MUSIC, TALK SHOW EMCEES AND ENTERTAINERS
1	1.7	41. ELVIS PRESLEY
3	5.0	42. LAWRENCE WELK
2	3.3	43. DEAN MARTIN
1	1.7	44. LIBERACE
1	1.7	45. ED SULLIVAN
1	1.7	46. HUGH DOWNS
1	1.7	47. ART LINKLETTER
1	1.7	48. JOHNNY CASH
2	3.3	71. DORIS DAY
1	1.7	72. SEBASTIAN CABOT
17	28.3	88. INAP., NEVER WATCH, NONE, DON'T KNOW
2	3.3	99. NOT ASCERTAINED
60	100	

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COL. NO.	N	O/O	
35			Q14. DO YOU DO ANYTHNG ELSE WHILE YOU WATCH T.V.
	25	41.7	1. YES
	35	58.3	2. NO (CODE 8 IN COLUMN 36)
	0	.0	8. INAP., NEVER WATCH
	0	.0	9. NOT ASCERTAINED
	60	100	
36	N	O/O	Q14A. WHAT IS IT.
	0	.0	0. OTHER (MAKE OUT CARD)
	4	6.7	1. EAT
	9	15.0	2. READ
	8	13.3	3. HAND WORK, SEW, KNIT
	3	5.0	4. HOUSEWORK
	1	1.7	5. CROSSWORD PUZZLES
	0	.0	6. FALL ASLEEP
	35	58.3	8. INAP., NEVER WATCH, NO TO Q14
	0	.0	9. NOT ASCERTAINED
	60	100	
			Q15. WHAT DAYS OF THE WEEK DO YOU WATCH T.V. THE MOST.
37	N	O/O	MONDAY
	10	16.7	1. CHECKED
	24	40.0	2. NOT CHECKED
	25	41.7	3. ALL EQUAL CHECKED
	0	.0	8. NEVER WATCH
	1	1.7	9. NOT ASCERTAINED
	60	100	

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COL. NO.			
38	N	0/0	TUESDAY
	6	10.0	1. CHECKED
	28	46.7	2. NOT CHECKED
	25	41.7	3. ALL EQUAL CHECKED
	0	.0	8. NEVER WATCH
	1	1.7	9. NOT ASCERTAINED
	---	---	
	60	100	
39	N	0/0	WEDNESDAY
	6	10.0	1. CHECKED
	28	46.7	2. NOT CHECKED
	25	41.7	3. ALL EQUAL CHECKED
	0	.0	8. NEVER WATCH
	1	1.7	9. NOT ASCERTAINED
	---	---	
	60	100	
40	N	0/0	THURSDAY
	5	8.3	1. CHECKED
	29	48.3	2. NOT CHECKED
	25	41.7	3. ALL EQUAL CHECKED
	0	.0	8. NEVER WATCH
	1	1.7	9. NOT ASCERTAINED
	---	---	
	60	100	

COL. NO.			
41	N	O/O	FRIDAY
	4	6.7	1. CHECKED
	30	50.0	2. NOT CHECKED
	25	41.7	3. ALL EQUAL CHECKED
	0	.0	8. NEVER WATCH
	1	1.7	9. NOT ASCERTAINED
	---	---	
	60	100	
42	N	O/O	SATURDAY
	15	25.0	1. CHECKED
	19	31.7	2. NOT CHECKED
	25	41.7	3. ALL EQUAL CHECKED
	0	.0	8. NEVER WATCH
	1	1.7	9. NOT ASCERTAINED
	---	---	
	60	100	
43	N	O/O	SUNDAY
	21	35.0	1. CHECKED
	13	21.7	2. NOT CHECKED
	25	41.7	3. ALL EQUAL CHECKED
	0	.0	8. NEVER WATCH
	1	1.7	9. NOT ASCERTAINED
	---	---	
	60	100	

COL. NO.

Q16. ON WEEKDAYS, THAT IS MONDAY THROUGH FRIDAY, DURING WHAT HOURS DO YOU WATCH T.V. THE MOST.

	N	O/O		
44			7 - 9 AM (NEWS)	
	1	1.7		1. MENTIONED
	59	98.3		2. NOT MENTIONED
	0	.0		9. NOT ASCERTAINED
	---	---		
	60	100		
45			9 - 12 (GAMES)	
	3	5.0		1. MENTIONED
	57	95.0		2. NOT MENTIONED
	0	.0		9. NOT ASCERTAINED
	---	---		
	60	100		
46			12 - 5.30 PM (SOAP OPERAS)	
	22	36.7		1. MENTIONED
	38	63.3		2. NOT MENTIONED
	0	.0		9. NOT ASCERTAINED
	---	---		
	60	100		
47			5.30 - 6.30 PM (NEWS)	
	20	33.3		1. MENTIONED
	40	66.7		2. NOT MENTIONED
	0	.0		9. NOT ASCERTAINED
	---	---		
	60	100		

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COL. NO.				
48	N	0/0	6.30 - 10 PM (PRIME TIME ENTERTAINMENT)	
	46	76.7		1. MENTIONED
	14	23.3		2. NOT MENTIONED
	0	.0		9. NOT ASCERTAINED
	---	---		
	60	100		
49	N	0/0	10 - 10.30 PM (NEWS)	
	8	13.3		1. MENTIONED
	52	86.7		2. NOT MENTIONED
	0	.0		9. NOT ASCERTAINED
	---	---		
	60	100		
50	N	0/0	10.30 - SIGN OFF (TALK)	
	2	3.3		1. MENTIONED
	58	96.7		2. NOT MENTIONED
	0	.0		9. NOT ASCERTAINED
	---	---		
	60	100		

Q17. ON WEEKENDS, SATURDAY OR SUNDAYS, DURING WHAT HOURS DO YOU WATCH T.V. THE MOST.

51	N	0/0	7 - 9 AM (NEWS)	
	2	3.3		1. MENTIONED
	57	95.0		2. NOT MENTIONED
	1	1.7		9. NOT ASCERTAINED
	---	---		
	60	100		

COL. NO.				
52	N	0/0	9 - 12 (CARTOONS)	
	7	11.7		1. MENTIONED
	52	86.7		2. NOT MENTIONED
	1	1.7		9. NOT ASCERTAINED
	60	100		
53	N	0/0	12 - 5.30 PM (SPORTS)	
	23	38.3		1. MENTIONED
	36	60.0		2. NOT MENTIONED
	1	1.7		9. NOT ASCERTAINED
	60	100		
54	N	0/0	5.30 - 6.30 PM (NEWS)	
	16	26.7		1. MENTIONED
	43	71.7		2. NOT MENTIONED
	1	1.7		9. NOT ASCERTAINED
	60	100		
55	N	0/0	6.30 - 10 PM (PRIME TIME ENTERTAINMENT)	
	43	71.7		1. MENTIONED
	16	26.7		2. NOT MENTIONED
	1	1.7		9. NOT ASCERTAINED
	60	100		

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COL. NO.	N	O/O	10 - 10.30 PM (NEWS)
56			
	11	18.3	1. MENTIONED
	48	80.0	2. NOT MENTIONED
	1	1.7	9. NOT ASCERTAINED
	---	---	
	60	100	

	N	O/O	10.30 PM - SIGN OFF (TALK)
57			
	6	10.0	1. MENTIONED
	53	88.3	2. NOT MENTIONED
	1	1.7	9. NOT ASCERTAINED
	---	---	
	60	100	

COL. NO.	
77	DECK 1
78-80	PROJECT 417

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COL. NO. RURAL FAMILY DEVELOPMENT PROJECT THROUGH TELEVISION

PROJECT 417

DECK 2

1-3 ID

4 N C/C Q18. CAN YOU RECEIVE CHANNEL 21, THE EDUCATIONAL STATION, WHA-TV.

42	70.0	1. YES
14	23.3	2. NO
4	6.7	9. NOT ASCERTAINED
---	---	
60	100	

5 N C/C Q19. HOW OFTEN DO YOU YOURSELF WATCH CHANNEL 21. WOULD IT BE OFTEN, SOMETIMES, SELDOM, OR NEVER.

2	3.3	1. OFTEN (CODE 8 IN COL. 6)
14	23.3	2. SOMETIMES (CODE 8 IN COL. 6)
23	38.3	3. SELDOM
20	33.3	4. NEVER
1	1.7	9. NOT ASCERTAINED
---	---	
60	100	

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CCL. NO.

6 N O/O Q19A. WHY DON'T YOU WATCH MORE OFTEN.

1	1.7	0. OTHER (NOC)
10	16.7	1. CAN'T GET IT ON OUR TV
8	13.3	2. DON'T LIKE WHAT THEY HAVE ON
11	18.3	3. POOR RECEPTION
2	3.3	4. NEVER THINK ABOUT IT
1	1.7	5. DON'T KNOW WHAT'S GOING TO BE ON
7	11.7	6. DON'T HAVE TIME
16	26.7	8. INAP., OFTEN, SOMETIMES TO Q19
4	6.7	9. NOT ASCERTAINED
---	---	
60	100	

7-8 N O/O Q20. WHAT WAS THE LAST GRADE OF SCHOOL YOU COMPLETED.

REVISED EDUCATION CODE

0	.0	00. NONE
0	.0	01. FIRST GRADE
0	.0	02. SECOND GRADE
1	1.7	03. THIRD GRADE
1	1.7	04. FOURTH GRADE
0	.0	05. FIFTH GRADE
3	5.0	06. SIXTH GRADE
5	8.3	07. SEVENTH GRADE
49	81.7	08. EIGHTH GRADE
0	.0	11. NINTH GRADE
0	.0	12. TENTH GRADE
0	.0	13. ELEVENTH GRADE
0	.0	21. HIGH SCHOOL GRADUATE
0	.0	31. 1 YEAR COLLEGE
0	.0	32. 2 YEARS COLLEGE
0	.0	33. 3 YEARS COLLEGE
0	.0	41. COLLEGE GRADUATE
0	.0	51. SOME POST GRAD WORK
0	.0	52. MS OR EQUIVALENT
0	.0	53. PH.D, MD OR EQUIVALENT
1	1.7	99. NOT ASCERTAINED
---	---	
60	100	

COL. NO.			
9	N	C/O	C21. IF YOU HAD A CHANCE, WOULD YOU LIKE TO GO BACK TO SCHOOL.
	25	41.7	2. YES
	35	58.3	2. NO (CODE 8 IN COLS. 10-11)
	0	0.0	9. NOT ASCERTAINED
10	N	C/O	C21A. WHY.
	0	.0	0. OTHER (MCC)
	5	8.3	1. TO HELP ME ON MY JOB, TO BE ABLE TO EARN MORE MONEY
	9	15.0	2. TO LEARN THINGS I MISSED WHEN I WAS YOUNG
	6	10.0	3. NEED MENTAL STIMULATION, NEED TO LEARN A LOT, AM INTERESTED
	2	3.3	4. WANT TO KEEP UP WITH MY CHILDREN
	35	58.3	8. INAP., NO TO C21
	3	5.0	9. NOT ASCERTAINED
	---	---	
	60	100	
11	N	C/O	C21B. WHAT WOULD YOU STUDY.
	0	.0	0. OTHER (MCC)
	10	16.7	1. 3 R'S
	13	21.7	2. VOCATIONAL AND OCCUPATION COURSES
	35	58.3	8. INAP., NO TO C21
	2	3.3	9. NOT ASCERTAINED
	---	---	
	60	100	

COL. NO.			
12	N	C/O	Q21C. WHY NOT.
	1	1.7	0. OTHER (NOC)
	29	48.3	1. TOO OLD, NOT AT MY AGE
	0	.0	2. I ENJOY WHAT I'M DOING
	3	5.0	3. AM TOO BUSY
	2	3.3	4. DON'T NEED ANY MORE
	25	41.7	8. INAP., YES TO Q21
	0	.0	9. NOT ASCERTAINED
	---	---	
	60	100	

13	N	C/O	Q22. WOULD YOU LIKE TO HAVE A REFRESHER OR BRUSH-UP COURSE TO IMPROVE YOUR READING SKILLS.
	21	35.0	1. YES
	38	63.3	2. NO
	1	1.7	9. NOT ASCERTAINED
	---	---	
	60	100	

Q23. WHAT KIND OF BOOKS DO YOU HAVE WHERE YOU LIVE.

14	N	C/O	Q23. DO YOU HAVE A BIBLE.
	56	93.3	1. CHECKED
	3	5.0	2. NOT CHECKED
	1	1.7	9. NOT ASCERTAINED
	---	---	
	60	100	

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COL. NO.

15 N O/O Q23. DO YOU HAVE COOKBOOKS.

55	91.7	1. CHECKED
3	5.0	2. NOT CHECKED
2	3.3	9. NOT ASCERTAINED
60	100	

16 N O/O Q23. DO YOU HAVE AN ENCYCLOPEDIA.

40	66.7	1. CHECKED
19	31.7	2. NOT CHECKED
1	1.7	9. NOT ASCERTAINED
60	100	

17 N O/O Q23. DO YOU HAVE DO IT YOURSELF BOOKS.

26	43.3	1. CHECKED
33	55.0	2. NOT CHECKED
1	1.7	9. NOT ASCERTAINED
60	100	

18 N O/O Q23. DO YOU HAVE A DICTIONARY.

54	90.0	1. CHECKED
5	8.3	2. NOT CHECKED
1	1.7	9. NOT ASCERTAINED
60	100	

CCL. NC.

19 N O/O C23. DO YOU HAVE NOVELS.

36	60.0	1. CHECKED
23	38.3	2. NOT CHECKED
1	1.7	9. NOT ASCERTAINED
---	---	
60	100	

20 N O/O C23. DO YOU HAVE ANY CTHERS.

8	13.3	1. CHECKED (NOC)
51	85.0	2. NOT CHECKED
1	1.7	9. NOT ASCERTAINED
---	---	
60	100	

21 N O/O C24. DO YOU USE THE LIBRARY, OR BOOKMOBILE SERVICE.

5	8.3	1. YES
55	91.7	2. NO (CODE 8 IN COL. 22)
0	.0	9. NOT ASCERTAINED
---	---	
60	100	

CCL. NC.

22 N C/O C24A. WHAT TYPE OF LIBRARY MATERIALS INTEREST YOU MOST.

0	.0	0. OTHER (MCC)
2	3.3	1. SPECIAL INTEREST
1	1.7	2. NOVELS
1	1.7	3. SOME OF EVERYTHING
55	91.7	8. INAP., NO TO C24
1	1.7	9. NOT ASCERTAINED
---	---	
60	100	

23 N C/O C25. DO YOU READ THE NEWSPAPER.

56	93.3	1. YES (CODE 8 IN COL. 24)
4	6.7	2. NO
0	.0	9. NOT ASCERTAINED
---	---	
60	100	

24 N C/O C25A. WHY NOT.

0	.0	0. OTHER (MCC)
1	1.7	1. I DON'T CARE FOR READING
1	1.7	2. CAN'T SEE WELL ENOUGH
1	1.7	3. DON'T TAKE ONE
0	.0	4. I HEAR NEWS ON RADIO
56	93.3	8. INAP., YES TO C25
1	1.7	9. NOT ASCERTAINED
---	---	
60	100	

CCL. NC.

25

N	C/O	Q26. DO YOU HAVE A DAILY NEWSPAPER DELIVERED TO YOUR PLACE OF RESIDENCE.
48	80.0	1. YES
12	20.0	2. NO
0	.0	9. NOT ASCERTAINED
60	100	

26

N	C/O	Q27. WHAT MAGAZINES DO YOU LIKE BEST.
0	.0	0. OTHER (NCC)
12	20.0	1. GENERAL INTEREST
1	1.7	2. NEWS
7	11.7	3. MALE INTEREST, SPORTS
9	15.0	4. FEMALE INTEREST
0	.0	5. RELIGIOUS MAGAZINES
0	.0	6. CULTURAL AND POLITICAL
22	36.7	7. PROFESSIONAL AND OCCUPATIONAL
9	15.0	8. INAP., NONE
0	.0	9. NOT ASCERTAINED
60	100	

27

N	C/O	Q27. WHAT MAGAZINES DO YOU LIKE SECOND BEST.
0	.0	0. OTHER (NCC)
7	11.7	1. GENERAL INTEREST
2	3.3	2. NEWS
5	8.3	3. MALE INTEREST, SPORTS
3	5.0	4. FEMALE INTEREST
0	.0	5. RELIGIOUS MAGAZINES
0	.0	6. CULTURAL AND POLITICAL
5	8.3	7. PROFESSIONAL AND OCCUPATIONAL
38	63.3	8. INAP., NO 2ND RESPONSE
0	.0	9. NOT ASCERTAINED
60	100	

CCL. NC.

28 N C/O C27. WHAT MAGAZINES DC YCU LIKE THIRD BEST.

N	C/O	
0	.0	0. CTHER (MCC)
0	.0	1. GENERAL INTEREST
0	.0	2. NEWS
0	.0	3. MALE INTEREST. SPORTS
2	3.3	4. FEMALE INTEREST
1	1.7	5. RELIGICUS MAGAZINES
0	.0	6. CULTURAL AND POLITICAL
0	.0	7. PROFESSIONAL AND CCCUPATICNAL
57	95.0	8. INAP., NC 3RD RESPCNSE
0	.0	9. NOT ASCERTAINED
60	100	

29 N C/O C28. HCW OFTEN DC YCU WRITE LETTERS.

NUMBER PER MONTH

N	C/O	
20	33.3	0. NEVER
22	36.7	1. 1 CR LESS
8	13.3	2. 2 - 3
4	6.7	3. 4 - 6
0	.0	4. 7 - 10
6	10.0	5. MCRE THAN 10
0	.0	9. NOT ASCERTAINED
60	100	

30 N C/O C28A. WHY.

N	C/O	
0	.0	0. CTHER (MCC)
13	21.7	1. MY WIFE DOES THAT
3	5.0	2. I DCN'T LIKE WRITING
1	1.7	3. I DCN'T HAVE THE TIME
2	3.3	4. I DCN'T CORRESPCNC WITH ANYCNE
1	1.7	5. I USE THE PHCNE
39	65.0	8. INAP., WRITES LETTERS
1	1.7	9. NOT ASCERTAINED
60	100	

COL. NO.

31 N C/O C29. WOULD YOU LIKE TO LEARN (MORE) ABOUT WRITING LETTERS, FILLING OUT APPLICATIONS AND FORMS, ETC.

22	36.7	1. YES
38	63.3	2. NO
0	.0	9. NOT ASCERTAINED
---	---	
60	100	

32 N C/O C30. WHEN YOU WANT TO BUY SOMETHING, DO YOU USE CATALOGS.

34	56.7	1. CHECKED
26	43.3	2. NOT CHECKED
0	.0	9. NOT ASCERTAINED
---	---	
60	100	

33 N C/O C30. WHEN YOU WANT TO BUY SOMETHING, DO YOU CHECK THE NEWSPAPERS.

34	56.7	1. CHECKED
26	43.3	2. NOT CHECKED
0	.0	9. NOT ASCERTAINED
---	---	
60	100	

COL. NO.

34 N C/O Q30. WHEN YOU WANT TO BUY SOMETHING, DO YOU USE PHONE BOOK YELLOW PAGES.

28	46.7	1. CHECKED
32	53.3	2. NOT CHECKED
0	.0	9. NOT ASCERTAINED
60	100	

35 N C/O Q30. WHEN YOU WANT TO BUY SOMETHING, DO YOU BUY IT AT THE STORE YOURSELF.

56	93.3	1. CHECKED
4	6.7	2. NOT CHECKED
0	.0	9. NOT ASCERTAINED
60	100	

36 N C/O Q30. WHEN YOU WANT TO BUY SOMETHING, DO YOU ASK A FRIEND TO BUY IT FOR YOU.

7	11.7	1. CHECKED
53	88.3	2. NOT CHECKED
0	.0	9. NOT ASCERTAINED
60	100	

CCL. NC.

37 N C/O Q30. WHEN YOU WANT TC BUY SCMETHING, DO YCU HAVE A RELATIVE BUY IT FCR YOU.

16	26.7	1. CHECKED
44	73.3	2. NOT CHECKED
0	.0	9. NOT ASCERTAINED
60	100	

38 N 0/0 Q30. WHEN YOU WANT TO BUY SCMETHING, DO YCU TELEPHONE ORDER.

17	28.3	1. CHECKED
43	71.7	2. NOT CHECKED
0	.0	9. NOT ASCERTAINED
60	100	

39 N 0/0 Q31. DO YOU FIGURE OUT YOUR OWN EXPENSES AND/OR FILL OUT YOUR OWN INCOME TAX RETURN.

18	30.0	1. YES
42	70.0	2. NO
0	.0	9. NOT ASCERTAINED
60	100	

COL. NO.

40 N O/O Q32. DO YOU HAVE A CHECKING ACCOUNT.

50	83.3	1. YES
10	16.7	2. NO (CODE 8 IN COL. 41)
0	.0	9. NOT ASCERTAINED
60	100	

41 N O/O Q33. DO YOU BALANCE YOUR OWN CHECKBOOK.

35	58.3	1. YES
15	25.0	2. NO
10	16.7	8. INAP., NO TO Q32
0	.0	9. NOT ASCERTAINED
60	100	

42 N O/O Q34. DO YOU USE A BUDGET TO PLAN YOUR EXPENSES.

30	50.0	1. YES
29	48.3	2. NO
1	1.7	9. NOT ASCERTAINED
60	100	

COL. NO.			
43	N	O/O	Q35. WOULD YOU LIKE TO LEARN EASIER WAYS OF DOING MATH OR ARITHMETIC PROBLEMS.
	25	41.7	1. YES
	34	56.7	2. NO
	1	1.7	9. NOT ASCERTAINED
	60	100	
44-45	N	O/O	Q36. THINKING NOW ABOUT YOUR LEISURE, WHAT DO YOU DO FOR FUN AND RECREATION DURING YOUR FREE TIME. 1ST RESPONSE
	0	.0	00. OTHER (MOC)
	4	6.7	01. WATCH TV
	10	16.7	02. FISH
	6	10.0	03. HUNT
	7	11.7	04. TRAVEL, GO FOR A RIDE
	6	10.0	05. HANDIWORK
	1	1.7	06. BOWL, PLAY BALL, SWIM, ETC.
	4	6.7	07. WORK ON HOUSE AND YARD AND CAR
	2	3.3	08. VISIT PEOPLE
	2	3.3	09. GO TO PLAYS, MOVIES, ETC.
	2	3.3	10. TAKE A WALK
	2	3.3	11. PLAY CARDS
	1	1.7	12. READ
	2	3.3	13. GO TO CHURCH
	0	.0	14. GO TO DANCES
	2	3.3	15. GO TO FOOTBALL, BASKETBALL GAMES
	2	3.3	16. FLYING, BOATING
	1	1.7	17. OUT TO EAT, NIGHT SPOTS
	0	.0	18. PICNICKING, CAMPING
	5	8.3	69. NOTHING
	1	1.7	99. NOT ASCERTAINED
	60	100	

COL. NO.

46-47 N O/O C36. THINKING NOW ABOUT YOUR LEISURE, WHAT DO YOU DO FOR FUN AND RECREATION DURING YOUR FREE TIME.
2ND RESPONSE

0	.0	00. OTHER (MOC)
4	6.7	01. WATCH TV
4	6.7	02. FISH
3	5.0	03. HUNT
1	1.7	04. TRAVEL, GO FOR A RIDE
1	1.7	05. HANDIWORK
2	3.3	06. BOWL, PLAY BALL, SWIM, ETC.
0	.0	07. WORK ON HOUSE AND YARD AND CAR
3	5.0	08. VISIT PEOPLE
1	1.7	09. GO TO PLAYS, MOVIES, ETC.
1	1.7	10. TAKE A WALK
2	3.3	11. PLAY CARDS
3	5.0	12. READ
2	3.3	13. GO TO CHURCH
2	3.3	14. GO TO DANCES
1	1.7	15. GO TO FOOTBALL, BASKETBALL GAMES
0	.0	16. FLYING, BOATING
0	.0	17. OUT TO EAT, NIGHT SPOTS
1	1.7	18. PICNICKING, CAMPING
28	46.7	88. INAP., NO 2ND RESPONSE
1	1.7	99. NOT ASCERTAINED
60	100	

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COL. NO.			
48-49	N	C/O	C36. THINKING NOW ABOUT YOUR LEISURE, WHAT DO YOU DO FOR FUN AND RECREATION DURING YOUR FREE TIME. 3RD RESPONSE
	1	1.7	00. OTHER (NOC)
	3	5.0	01. WATCH TV
	0	.0	02. FISH
	1	1.7	03. HUNT
	2	3.3	04. TRAVEL, GO FOR A RIDE
	1	1.7	05. HANDIWORK
	2	3.3	06. BOWL, PLAY BALL, SWIM, ETC.
	0	.0	07. WORK ON HOUSE AND YARD AND CAR
	0	.0	08. VISIT PEOPLE
	0	.0	09. GO TO PLAYS, MOVIES, ETC.
	0	.0	10. TAKE A WALK
	0	.0	11. PLAY CARDS
	1	1.7	12. READ
	1	1.7	13. GO TO CHURCH
	1	1.7	14. GO TO DANCES
	0	.0	15. GO TO FOOTBALL, BASKETBALL GAMES
	0	.0	16. FLYING, BOATING
	1	1.7	17. OUT TO EAT, NIGHT SPOTS
	2	3.3	18. PICNICKING, CAMPING
	43	71.7	88. INAP., NO 3RD RESPONSE
	1	1.7	99. NOT ASCERTAINED
	60	100	
50	N	C/O	C37. WHAT KIND OF GAMES DO YOU LIKE TO PLAY. 1ST RESPONSE
	0	.0	0. OTHER (NOC)
	33	55.0	1. CARDS
	6	10.0	2. OTHER TABLE OR BOARD GAMES
	4	6.7	3. ACTIVE SPORTS
	17	28.3	6. NONE
	0	.0	9. NOT ASCERTAINED
	60	100	

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COL. NO.			
51	N	O/O	Q37. WHAT KIND OF GAMES DO YOU LIKE TO PLAY. 2ND RESPONSE
	0	.0	0. OTHER (NOC)
	5	8.3	1. CARDS
	3	5.0	2. OTHER TABLE OR BOARD GAMES
	2	3.3	3. ACTIVE SPORTS
	50	83.3	8. INAP., NO 2ND RESPONSE
	0	.0	9. NOT ASCERTAINED
	---	---	
	60	100	
52	N	O/O	Q38. HOW MANY TRIPS DO YOU TAKE A YEAR THAT ARE MORE THAN 25 MILES FROM HOME.
	13	21.7	0. NONE
	12	20.0	1. 1 OR 2
	13	21.7	2. 3 - 5
	7	11.7	3. 6 - 10
	8	13.3	4. 11 - 15
	1	1.7	5. 16 - 25
	6	10.0	6. 26 OR MORE
	0	.0	9. NOT ASCERTAINED
	---	---	
	60	100	
53	N	O/O	Q39. WHAT ARE SOME OF THE PLACES YOU HAVE VISITED IN THE PAST 5 YEARS. FARTHEST TRIP
	3	5.0	1. WITHIN COUNTY
	12	20.0	2. WITHIN STATE
	36	60.0	3. OUTSIDE OF STATE
	7	11.7	6. NONE
	2	3.3	9. NOT ASCERTAINED
	---	---	
	60	100	

COL. NO.

94 N O/O Q39. WHAT ARE SOME OF THE PLACES YOU HAVE VISITED IN THE PAST 5 YEARS.

SECOND FARTHEST TRIP

4	6.7	1. WITHIN COUNTY
19	31.7	2. WITHIN STATE
19	31.7	3. OUTSIDE OF STATE
16	26.7	8. INAP., NONE, ONLY ONE TRIP LISTED
2	3.3	9. NOT ASCERTAINED
---	---	
60	100	

55 N O/O Q40. DO YOU DRIVE A CAR.

45	75.0	1. YES (CODE 8 IN COL. 56)
14	23.3	2. NO
1	1.7	9. NOT ASCERTAINED
---	---	
60	100	

56 N O/O Q40A. WHY NOT.

2	3.3	0. OTHER (NOC)
4	6.7	1. HANDICAPPED
1	1.7	2. POOR EYESIGHT
2	3.3	3. NO LICENSE, NFS
2	3.3	4. NO CAR
2	3.3	5. NEVER LEARNED, NFS
45	75.0	8. INAP., YES TO Q40
2	3.3	9. NOT ASCERTAINED
---	---	
60	100	

77 DECK 2

78-80 PROJECT 417

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CCL. NO.

RURAL FAMILY DEVELOPMENT PROJECT THROUGH TELEVISION

PROJECT 417

DECK 3

1-3 ID

4 N C/O C41. WHAT DO YOU FIND IS THE BEST WAY OF LEARNING IDEAS AND FACTS FOR YOU.

5	8.3	1. LEARN FROM A PROFESSIONAL TEACHER
10	16.7	2. LEARNING FROM EXAMPLES AND DEMONSTRATIONS (SEEING SOMEONE DO IT)
2	3.3	3. LEARN BY ASKING QUESTIONS
8	13.3	4. LEARN BY TRIAL AND ERROR
7	11.7	5. LEARN FROM A NEIGHBOR OR A FRIEND
23	38.3	6. LEARN BY DOING IT YOURSELF
2	3.3	7. LEARN BY WORDS AND PICTURES
3	5.0	9. NOT ASCERTAINED
---	---	
60	100	

COL. NO.			
5	N	O/O	Q42. DO YOU THINK PROGRAMS IN THE AREA OF FAMILY LIFE SUCH AS UNDERSTANDING TEENAGERS WOULD APPEAL TO PEOPLE LIVING IN RURAL AREAS.
	42	70.0	1. CHECKED
	13	21.7	2. NOT CHECKED
	5	8.3	9. NOT ASCERTAINED
	---	---	
	60	100	
6	N	O/O	Q42. DO YOU THINK PROGRAMS IN THE AREA OF FAMILY LIFE SUCH AS GUIDING CHILDREN WOULD APPEAL TO PEOPLE LIVING IN RURAL AREAS.
	41	68.3	1. CHECKED
	14	23.3	2. NOT CHECKED
	5	8.3	9. NOT ASCERTAINED
	---	---	
	60	100	
7	N	O/O	Q42. DO YOU THINK PROGRAMS IN THE AREA OF FAMILY LIFE SUCH AS MAKING YOURSELF AND YOUR HOME MORE ATTRACTIVE WOULD APPEAL TO PEOPLE LIVING IN RURAL AREAS.
	47	78.3	1. CHECKED
	8	13.3	2. NOT CHECKED
	5	8.3	9. NOT ASCERTAINED
	---	---	
	60	100	

COL. NO.

8 N O/O Q43. HOW ABOUT THE AREA OF HOME MANAGEMENT LIKE -- HOW TO MAKE AND USE A BUDGET.

34	56.7	1. CHECKED
21	35.0	2. NOT CHECKED
5	8.3	9. NOT ASCERTAINED
---	---	
60	100	

9 N O/O Q43. HOW ABOUT THE AREA OF HOME MANAGEMENT LIKE -- HOW TO BUY WISELY AND BUYING ON CREDIT.

30	50.0	1. CHECKED
25	41.7	2. NOT CHECKED
5	8.3	9. NOT ASCERTAINED
---	---	
60	100	

10 N O/O Q43. HOW ABOUT THE AREA OF HOME MANAGEMENT LIKE -- HOW TO SAVE AND INVEST MONEY.

35	58.3	1. CHECKED
20	33.3	2. NOT CHECKED
5	8.3	9. NOT ASCERTAINED
---	---	
60	100	

COL. NO.

11 N O/O Q43. HOW ABOUT THE AREA OF HOME MANAGEMENT LIKE -- PROBLEMS OF INSURANCE AND SOCIAL SECURITY.

40	66.7	1. CHECKED
15	25.0	2. NOT CHECKED
5	8.3	9. NOT ASCERTAINED
---	---	
60	100	

12 N O/O Q43. HOW ABOUT THE AREA OF HOME MANAGEMENT LIKE -- HOW TO UNDERSTAND TAXES.

45	75.0	1. CHECKED
10	16.7	2. NOT CHECKED
5	8.3	9. NOT ASCERTAINED
---	---	
60	100	

13 N O/O Q44. HOW ABOUT THE AREA OF FAMILY HEALTH LIKE -- SELECTING HEALTHFUL FOODS AND PREPARING MENUS.

37	61.7	1. CHECKED
19	31.7	2. NOT CHECKED
4	6.7	9. NOT ASCERTAINED
---	---	
60	100	

COL. NO.			
14	N	O/O	Q44. HOW ABOUT THE AREA OF FAMILY HEALTH LIKE -- SANITATION AND SAFETY.
	39	65.0	1. CHECKED
	17	28.3	2. NOT CHECKED
	4	6.7	9. NOT ASCERTAINED
	60	100	
15	N	O/O	Q44. HOW ABOUT THE AREA OF FAMILY HEALTH LIKE -- DENTAL HEALTH AND CARE.
	35	58.3	1. CHECKED
	21	35.0	2. NOT CHECKED
	4	6.7	9. NOT ASCERTAINED
	60	100	
16	N	O/O	Q44. HOW ABOUT THE AREA OF FAMILY HEALTH LIKE -- MEDICAL SERVICES, DOCTOR, VISITING NURSE, AND MEDICARE.
	47	78.3	1. CHECKED
	9	15.0	2. NOT CHECKED
	4	6.7	9. NOT ASCERTAINED
	60	100	

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COL. NO.			
17	N	O/O	Q45. HOW ABOUT THE AREA OF WORLD OF WORK LIKE -- HOW TO LOOK FOR A BETTER JOB.
	30	50.0	1. CHECKED
	24	40.0	2. NOT CHECKED
	6	10.0	9. NOT ASCERTAINED
	---	---	
	60	100	
18	N	O/O	Q45. HOW ABOUT THE AREA OF WORLD OF WORK LIKE -- HOW TO EARN MONEY DURING RETIREMENT.
	38	63.3	1. CHECKED
	16	26.7	2. NOT CHECKED
	6	10.0	9. NOT ASCERTAINED
	---	---	
	60	100	
19	N	O/O	Q45. HOW ABOUT THE AREA OF WORLD OF WORK LIKE -- LEARNING MORE ABOUT HOW TO HOLD A JOB.
	31	51.7	1. CHECKED
	23	38.3	2. NOT CHECKED
	6	10.0	9. NOT ASCERTAINED
	---	---	
	60	100	

COL. NO.			
20	N	O/O	Q45. HOW ABOUT THE AREA OF WORLD OF WORK LIKE -- WHAT DOES A GOOD JOB HAVE TO OFFER.
	37	61.7	1. CHECKED
	17	28.3	2. NOT CHECKED
	6	10.0	9. NOT ASCERTAINED
	---	---	
	60	100	
21	N	O/O	Q46. HOW ABOUT THE AREA OF COMMUNITY AND GOVERNMENT LIKE -- UNDERSTANDING HOW OUR GOVERNMENT WORKS.
	41	68.3	1. CHECKED
	12	20.0	2. NOT CHECKED
	7	11.7	9. NOT ASCERTAINED
	---	---	
	60	100	
22	N	O/O	Q46. HOW ABOUT THE AREA OF COMMUNITY AND GOVERNMENT LIKE -- HOW THE AVERAGE CITIZEN CAN HELP IN BETTER GOVERNMENT.
	44	73.3	1. CHECKED
	9	15.0	2. NOT CHECKED
	7	11.7	9. NOT ASCERTAINED
	---	---	
	60	100	

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COL. NO.			
23	N	C/O	Q46. HOW ABOUT THE AREA OF COMMUNITY AND GOVERNMENT LIKE -- UNDERSTANDING PREJUDICE AND DISCRIMINATION.
	31	51.7	1. CHECKED
	22	36.7	2. NOT CHECKED
	7	11.7	9. NOT ASCERTAINED
	60	100	
24	N	C/O	Q46. HOW ABOUT THE AREA OF COMMUNITY AND GOVERNMENT LIKE -- OUR COUNTRY'S ROLE IN WORLD AFFAIRS.
	35	58.3	1. CHECKED
	18	30.0	2. NOT CHECKED
	7	11.7	9. NOT ASCERTAINED
	60	100	
25	N	C/O	Q47. HOW ABOUT THE AREA OF PERSONAL DEVELOPMENT LIKE -- LEARNING SPECIAL WAYS IN BETTER READING.
	39	65.0	1. CHECKED
	15	25.0	2. NOT CHECKED
	6	10.0	9. NOT ASCERTAINED
	60	100	

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CCL. NO.			
26	N	O/O	Q47. HOW ABOUT THE AREA OF PERSONAL DEVELOPMENT LIKE -- LEARNING SPECIAL WAYS IN BETTER MATHEMATICS.
	35	58.3	1. CHECKED
	19	31.7	2. NOT CHECKED
	6	10.0	9. NOT ASCERTAINED
	---	---	
	60	100	
27	N	O/O	Q47. HOW ABOUT THE AREA OF PERSONAL DEVELOPMENT LIKE -- LEARNING TO USE LEISURE TIME WISELY.
	38	63.3	1. CHECKED
	16	26.7	2. NOT CHECKED
	6	10.0	9. NOT ASCERTAINED
	---	---	
	60	100	
28	N	O/O	Q47. HOW ABOUT THE AREA OF PERSONAL DEVELOPMENT LIKE -- FINDING OUT WHAT SERVICES ARE AVAILABLE FOR PEOPLE LIVING IN RURAL AREAS.
	47	78.3	1. CHECKED
	7	11.7	2. NOT CHECKED
	6	10.0	9. NOT ASCERTAINED
	---	---	
	60	100	

COL. NO.			
29	N	C/O	C48. WHAT OTHER KINDS OF PROGRAMS WOULD APPEAL TO PEOPLE LIVING IN RURAL AREAS.
	1	1.7	0. OTHER (NOC)
	7	11.7	1. AGRICULTURAL, FARM RELATED
	1	1.7	2. BEAUTIFICATION OF THE AREA
	36	60.0	6. NONE
	15	25.0	9. NOT ASCERTAINED
	---	---	
	60	100	
30-31	N	C/O	C49. IN WHAT YEAR WERE YOU BORN.
			CODE EXACT AGE
	1	1.7	16. 16 YEARS OLD
	0	.0	18. 18 YEARS OLD
	0	.0	19. 19 YEARS OLD
	1	1.7	25
	1	1.7	27
	1	1.7	28
	1	1.7	34
	1	1.7	35
	1	1.7	38
	2	3.3	39
	3	5.0	40
	1	1.7	41
	2	3.3	42
	1	1.7	44
	2	3.3	45
	2	3.3	46
	3	5.0	47
	4	6.7	48
	3	5.0	49
	3	5.0	51
	1	1.7	52
	2	3.3	54
	2	3.3	55
	1	1.7	56
	2	3.3	57
	1	1.7	58

COL. NO.

THIS IS A CONTINUATION FROM THE LAST CODE.

1	1.7	59
1	1.7	60
1	1.7	63
3	5.0	66
2	3.3	67
1	1.7	70
1	1.7	72
2	3.3	73
1	1.7	75
1	1.7	76
3	5.0	79. 79 YEARS OLD OR MORE
1	1.7	99. NOT ASCERTAINED
60	100	

COL. NO.

32 N O/O Q50. HOW MANY OTHER PEOPLE - 21 YEARS OF AGE OR OLDER ALSO LIVE IN YOUR HOME.

7	11.7	0. NONE
37	61.7	1. 1
9	15.0	2. 2
1	1.7	3. 3
1	1.7	4. 4
0	.0	5. 5
0	.0	6. 6
0	.0	7. 7
0	.0	8. 8 OR MORE
5	8.3	9. NOT ASCERTAINED
---	---	
60	100	

33 N O/O Q51. HOW MANY CHILDREN (20 AND UNDER) LIVE WITH YOU.

25	41.7	0. NONE (CODE 8 IN COLS. 34-37)
8	13.3	1. 1
6	10.0	2. 2
5	8.3	3. 3
7	11.7	4. 4
1	1.7	5. 5
2	3.3	6. 6
2	3.3	7. 7
3	5.0	8. 8 OR MORE
1	1.7	9. NOT ASCERTAINED
---	---	
60	100	

COL. NC.

34 N C/O Q52. IN WHAT GRADES ARE THESE CHILDREN.

NUMBER OF PRESCHOOL CHILDREN.

24	40.0	0. NONE
8	13.3	1. 1
0	.0	2. 2
0	.0	3. 3
0	.0	4. 4
0	.0	5. 5
0	.0	6. 6
0	.0	7. 7 OR MORE
25	41.7	8. INAP., NONE TO Q51
3	5.0	9. NOT ASCERTAINED
60	100	

35 N C/O Q52. IN WHAT GRADES ARE THESE CHILDREN.

NUMBER OF CHILDREN IN GRADES KINDERGARTEN TO 3RD.

19	31.7	0. NONE
10	16.7	1. 1
1	1.7	2. 2
2	3.3	3. 3
0	.0	4. 4
0	.0	5. 5
0	.0	6. 6
0	.0	7. 7 OR MORE
25	41.7	8. INAP., NONE TO Q51
3	5.0	9. NOT ASCERTAINED
60	100	

COL. NO.			
36	N	0/0	Q52. IN WHAT GRADES ARE THESE CHILDREN.
			NUMBER OF CHILDREN IN GRADES 4 - 6.
	14	23.3	0. NONE
	15	25.0	1. 1
	1	1.7	2. 2
	2	3.3	3. 3
	0	.0	4. 4
	0	.0	5. 5
	0	.0	6. 6
	0	.0	7. 7 OR MORE
	25	41.7	8. INAP., NONE TO Q51
	3	5.0	9. NOT ASCERTAINED
	60	100	
37	N	0/0	Q52. IN WHAT GRADES ARE THESE CHILDREN.
			NUMBER OF CHILDREN IN GRADES 7 - 9.
	16	26.7	0. NONE
	12	20.0	1. 1
	3	5.0	2. 2
	1	1.7	3. 3
	0	.0	4. 4
	0	.0	5. 5
	0	.0	6. 6
	0	.0	7. 7 OR MORE
	25	41.7	8. INAP., NONE TO Q51
	3	5.0	9. NOT ASCERTAINED
	60	100	

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COL. NO.

38 N O/O Q52. IN WHAT GRADES ARE THESE CHILDREN.

NUMBER OF CHILDREN IN GRADES 10 - 12.

14	23.3	0. NONE
13	21.7	1. 1
5	8.3	2. 2
0	.0	3. 3
0	.0	4. 4
0	.0	5. 5
0	.0	6. 6
0	.0	7. 7 OR MORE
25	41.7	8. INAP., NONE TO Q51
3	5.0	9. NOT ASCERTAINED
---	---	
60	100	

39 N O/O Q53. ARE YOU EMPLOYED PART-TIME, FULL-TIME OR NOT AT ALL.

7	11.7	1. PART
32	53.3	2. FULL
5	8.3	3. RETIRED
15	25.0	4. HOUSEWIFE
0	.0	5. STUDENT
1	1.7	6. OTHER
0	.0	9. NOT ASCERTAINED
---	---	
60	100	

COL. NO.			
40-41	N	C/O	Q53A. WHAT IS YOUR JOB TITLE OR WHAT DO YOU DO.
			MASTER VOCATIONAL/OCCUPATIONAL CODE
			PROFESSIONAL, TECHNICAL AND KINDRED WORKERS
	0	.0	00. ACCOUNTANT, AUDITOR
	0	.0	01. ARCHITECT
	0	.0	02. DENTIST
	0	.0	03. ENGINEER
	0	.0	04. LAWYER, JUDGE
	0	.0	05. CLERGYMAN, MINISTER
	0	.0	06. DOCTOR, PHYSICIAN, SURGEON
	0	.0	07. NURSE, R.N.
	0	.0	08. TEACHER, PROFESSOR
	1	1.7	09. OTHER PROFESSIONAL
			FARMER
	23	38.3	11. FARM OWNER
	2	3.3	12. FARM OPERATOR
	3	5.0	13. FARM LABORER
			MANAGERS, OFFICIALS, PROPRIETORS, EXCEPT FARM
	1	1.7	21. PROPRIETOR, OWNER OF BUSINESS
	1	1.7	22. MANAGER, OFFICIAL
			CLERICAL AND KINDRED WORKERS
	0	.0	31. BOOKKEEPER
	0	.0	32. RECEPTIONIST
	3	5.0	39. OTHER CLERICAL AND KINDRED WORKERS
			SALES WORKERS
	0	.0	49. SALESMAN OR SALESWOMAN

COL. NO.		
		CRAFTSMEN, FOREMEN AND KINDRED WORKERS (SKILLED WORKERS)
2	3.3	51. CRAFTSMAN OR SKILLED WORKER
0	.0	52. FOREMAN
0	.0	53. ARMED SERVICES - OFFICER
0	.0	54. ARMED SERVICES - ENLISTED MAN
		OPERATIVES AND KINDRED WORKERS (SEMI-SKILLED WORKERS)-- INCLUDES APPRENTICE CRAFTSMEN
0	.0	61. TRUCK DRIVER, TAXICAB DRIVER, CHAUFFER, BUS DRIVER
0	.0	62. OPERATIVE IN FACTORY (DETERMINED BY RESPONSE)
0	.0	69. OTHER OPERATIVE AND KINDRED WORKERS
		PRIVATE HOUSEHOLD AND SERVICE WORKERS
0	.0	71. FIREMAN
0	.0	72. POLICEMAN
0	.0	73. OTHER PROTECTIVE SERVICE WORKER
0	.0	74. PRACTICAL NURSE, NURSES AID
1	1.7	75. PRIVATE HOUSEHOLD WORKERS, MAID SERVANT
0	.0	79. OTHER SERVICE WORKERS
2	3.3	81. NON-FARM LABORER
0	.0	82. FARM-LABORER
21	35.0	91. INAP., NOT EMPLOYED
0	.0	99. NOT ASCERTAINED
60	100	

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COL. NO.

42 N C/O THUMBNAIL SKETCH.
1ST RESPONSE

1	1.7	0. OTHER WORTHY COMMENT
1	1.7	1. ACCENT NOTED
2	3.3	2. HOSTILITY
4	6.7	3. RETICENCE
7	11.7	4. DIFFICULTY IN UNDERSTANDING
1	1.7	5. NOT TOO BRIGHT
44	73.3	8. NONE
0	.0	9. NOT ASCERTAINED
---	---	
60	100	

43 N C/O THUMBNAIL SKETCH.
2ND RESPONSE

0	.0	0. OTHER WORTHY COMMENT
0	.0	1. ACCENT NOTED
0	.0	2. HOSTILITY
0	.0	3. RETICENCE
0	.0	4. DIFFICULTY IN UNDERSTANDING
0	.0	5. NOT TOO BRIGHT
60	100.0	8. NO 2ND RESPONSE
0	.0	9. NOT ASCERTAINED
---	---	
60	100	

77 DECK 3

78-80 PROJECT 417

Part IV

RFD
"RURAL FAMILY DEVELOPMENT"
First Year Report, June 1970

PRIORITY OF RURAL ADULT INTERESTS:
A Q-SORT SURVEY

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

U.S.O.E. GRANT #OEG-0-70-4564

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The following Q-Sort Survey was administered by RFD to determine potential client areas of interest and need to assist the Project Team in developing content materials.

It was also administered to ABE and Adult Education professionals and non-ABE adults to determine the reliability of non-client judgements regarding client desires and needs.

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PRIORITY OF RURAL ADULT INTERESTS
A Q-SORT SURVEY

RURAL FAMILY DEVELOPMENT
Communications Center, WHA-TV
The University of Wisconsin

INTRODUCTION

You are being invited to participate in a vital step in the development of Rural Family Development, a program of *information* and *action* for rural adults.

Before information and action units can be developed, the project needs to know the areas of major concern or interest of rural adults. If this project hopes to succeed is must deal with the relevant concerns of daily living.

The items listed on the Q-sort cards (master list attached) have been drawn from many sources, professional research, interviews, RFD Survey, and casual conversations with potential clients.

Your opinions are highly valued, therefore you are being requested to judge the level of interest and/or importance the items hold to rural adults who have not completed their high school education.

The Q-Sort will be administered to the following:

1. ABE Participants
2. Non-ABE Participants
3. ABE Professionals
4. Other Professionals

This Q-Sort package contains the following:

1. Administrator's Instruction Sheets
2. An Inventory of Interest Items
3. A set of five Q-sort categories
4. Five colored Decks of Inventory Items (blue, yellow, green and 2 decks salmon)
5. Respondent's Data Sheet

INSTRUCTIONS

PRIORITY OF RURAL ADULT INTERESTS

A Q-SORT SURVEY

for Rural Family Development

TO THE Q-SORT ADMINISTRATOR

This is a Q-sort survey. The survey respondents will be asked to give their level of preference for a series of items listed on four colored decks of cards. The full list of items are attached.

You are requested to invite willing participation and not subject the respondent to a threatening task. Maintain a non-threatening demeanor. Say something in the order of the following:

"We are asking you to help us develop a program for rural adults that will be used all over the United States. Your opinions are valuable to us, since you will help decide what are important areas of concern in rural areas."

When administering the Q-sort to ABE and OTHER professionals, ask them to indicate what they believe the rural adult's preferences are.

PROCEDURE FOR ADMINISTERING THE Q-SORT

1. The Q-sort may be administered individually or to a group.
2. Provide a work area large enough to lay out 5 three-inch columns.
3. Lay out the Q-sort categories across the top of the work area from left to right. (see item #14).
4. Distribute salmon deck(s) Part 1 to respondent(s)
5. Say to the respondent(s) "Take the salmon deck, part 1 and select the THREE (3) items for which you have the *greatest interest*.
6. Place the three cards face down under the first category, GREATEST INTEREST.
7. Now take the remainder of the deck and select THREE (3) items for which you have the *least interest*.
8. Place the three cards face down under the fifth category, LEAST INTEREST.
9. Of the remaining cards, select THREE (3) cards for which you have *good interest*.
10. Place the three cards face down under the second category, GOOD INTEREST.
11. Now select THREE (3) items for which you have *poor interest*.
12. Place the three cards face down under the fourth category, POOR INTEREST.
13. Finally, place all of the remaining cards face down under the third category, GENERAL INTEREST.

14. Refer to the chart below for the order of administering the decks and the number of cards for each category.

COLORED DECKS	GREATEST INTEREST	GOOD INTEREST	GENERAL INTEREST	POOR INTEREST	LEAST INTEREST
Salmon #1	3	3	9	3	3
Blue	3	3	9	3	3
Yellow	3	4	8	4	3
Green	2	3	3	3	2
Salmon #2	3	5	11	5	3
TOTAL	14	16	40	16	14

15. Say to the respondent(s), "Take all the cards in the GREATEST INTEREST category and order them in terms of preference - 1, 2, 3, through 14. Place the CATEGORY TITLE CARD on top and tie with a rubber band.

16. Stack each pile of cards under each category, place the CATEGORY TITLE CARD on top and tie a rubber band around the pile. See the chart in item 14 for the correct total in each category pile.

17. Fill out the RESPONDENTS DATA SHEET for each person.

18. Place all cards and the respondent's data sheet for each person into separate envelope.

19. Thank you and then the respondent(s).

Q-SORT INDEX

MASTER LIST: PRIORITY OF RURAL ADULT INTERESTS

Content Center III: ABOUT ME AND MY MONEY
(Salmon colored deck Part I)

A3 Living Within My Means
A4 Buying On Credit
A5 Borrowing Money
A7 Using A Bank
A8 Understanding Insurance
A10 What Do I Live On When I Retire?
A13 Getting My $'s Worth At Auctions
A14 Buying Farm Machinery
A15 Buying A Car
A16 Keeping Farm Records
A17 Taxes Are Eating Me Up
C8 How Can I Become A Really Smart Shopper?
C12 Dealing With Door To Door and Phone Sales
C13 What To Do When A Store Gyps Me?
C9 Using Mail Order Catalogs
F1 Buying And Selling A Home or Farm
F5 Getting Out of Dairying
F6 Sharecropping at A Real Profit
F9 Staying Out Of Bankruptcy
F11 Farm Management
H1 Looking For A Job

Content Center I: ABOUT ME (Blue colored deck)

A2 Understanding Myself
A4 What I Would Like To Be
A5 My Philosophy Of Life
A6 I'm In A Rut
A7 Sports
B1 My Morals and Values
C5 What I Want Out Of Life
C6 I Hold Grudges
C7 How I Can Become a Better Person
C8 Dear Abby!
D1 My Emotional and Mental Health
E4 Decisions, Decisions!
F2 How Can I Make Myself More Attractive To Others?
F3 Not Enough Hours In The Day
G3 I'm Just One Small Voice
H1 Using Better English
H2 Increasing My Vocabulary
H3 Writing Good Letters
H4 Spelling Better
H5 Improving My Reading
H6 Using Math Better

Content Center II: ABOUT ME AND OTHERS (Yellow colored deck)

A1 Disciplining My Child
A4 How To Build Character In My Children
A7 Helping My Children Do Better In School
A8 Taking Care of The Family's Illnesses
A10 Getting Along With Relatives: Getting Along With The In-Laws
A11 Getting Along With My Wife: Getting Along With My Husband
A13 Understanding Today's Teen-agers
A14 Solving Family Problems
A16 Growing Old
A17 Getting More Fun Out of Life
C3 How Can I Make More Friends?
C4 Dealing With Gossips and Pests
D5 How To Argue With Someone Without Losing A Friend
D6 Getting People To Listen To You
E1 Understanding Minority Movements
E2 What's Wrong With Students Nowadays?
E3 What's Happening To Our Cities?
E4 How I Can Help Others
F1 Getting Along At Work
F3 Giving and Taking Orders At Work
F5 Getting Ahead At Work
F6 How To Quit My Job - And Move Ahead

Content Center IV: ABOUT ME AND MY COMMUNITY (Green colored deck)

A1 Do I Know What My Country Stands For
B1 How Our Government Works
B2 Getting My Elected Representative To Listen To Me
C1 What Are My Rights In This World?
C2 What Are My Civil Rights As A Citizen?
D1 My Responsibilities As A Citizen
D2 Voting
D3 Making My Voice Heard In The Community
D5 Pollution! Population! Conservation!
E1 I Need Help - Where Can I Get It?
E2 Welfare Services I Can Use
E3 Got A Gripe?
E4 Getting My Share of What Is Available For Everyone

Content Center III: ABOUT ME AND MY MONEY
(Salmon colored deck, Part II)

B1 The Joy of Good Food
B2 25 New $1.00 Dinners
B3 New Home Freezing Ideas
B7 Smart Food Buying
B9 Government Surplus Food Plans
B11 What Am I Buying?
B13 Preparing Quick Meals
B14 Figuring Out What The Labels Mean
C2 Clothing My Family
C3 Making Clothes
C6 Buying Furniture and Appliances
C7 Remodeling
D1 Preventing Accidents
D3 Making Myself More Attractive
D4 Family Health
E2 Low Cost or Free Legal Aid Services Available To Me
E3 Community Adult Education Program
E4 Using County Agents
F2 How Do I Move To The City--And Like It
F7 Getting My Kids To Stay On The Farm
F8 Home and Farm Repairs
F10 Hints From Heloise
F12 Machinery And Auto Repairs
G2 Making The Old Look New
H3 Passing The Driver's Test
H8 Mail Order Education
H9 Being A Better Boss

Q-SORT RESPONDENT'S DATA SHEET

Name of Q-Sort Adminstrator_____

Business Address _____

_____

Role or Title: _____

TO THE ADMINISTRATOR:

Please fill out the form below in reference to the respondent. One form is to be prepared for each respondent and included with the reaction sorting. The name of the respondent is not necessary. To be filled out for ABE & Non-ABE clients only.

SEX: ☐ male ☐ Female

AGE: ☐ 16 to 25 ☐ 26 to 35 ☐ 36 to 45
☐ 46 to 55 ☐ 56 to 65 ☐ 65 and over

MARITAL STATUS:
☐ Married ☐ Single ☐ Divorced, Separated, Widowed (check one)

NUMBER OF CHILDREN: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ (number)

RESIDENCE: ☐ Farm ☐ Non-Farm Rural ☐ City

SIZE OF COMMUNITY:
☐ 500 or less ☐ 1,000 ☐ 5,000 ☐ 10,000 & over

LAST SCHOOL GRADE COMPLETED: ☐ 1 ☐ 2 ☐ 3 ☐ 4
☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ above

additional comments:

_____

_____

_____

_____

Part V

RFD
"RURAL FAMILY DEVELOPMENT"
First Year Report, June 1970

Q-SORT SURVEY ITEM ANALYSIS
RURAL ADULT PRIORITIES

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

U.S.O.E. GRANT #OEG-0-70-4564

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Q-SORT SURVEY ITEM ANALYSIS
RURAL ADULT PRIORITIES

RURAL FAMILY DEVELOPMENT
COMMUNICATION CENTER, WHA-TV
UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

As a follow-up of the RFD Project Through Television: A Rural Adult Interest Survey, a Q-sort Interest Inventory was designed to determine the priorities of rural adults.

PURPOSE

The purpose of the Q-sort was two-fold:

1. Utilize the results of adult priorities as a guide for developing information and action units for home-study and television programs.

2. Utilize the priority ordering as indicators for building into content units developmental concepts of communication and computation skills.

RESPONDENT PARTICIPATION

The Q-sort was administered throughout the state of Wisconsin to people representing the life style of the potential RFD learner. In addition, it was administered to a select sample of professional educators throughout the United States. The categories were classified as follows:

ABE PARTICIPANTS:	Undereducated rural adults, current ABE adult learners, and potential RFD participants.
NON-ABE PARTICIPANTS:	People living in the same life style as the potential RFD participant and who reside in the target area to be served (CAP workers, Head Start Mothers, blue collar workers, Field Advisory Board, etc. whose education is above the eighth grade level.
COMMUNITY PROFESSIONALS:	Representing target area local government officials, visiting nurses, social workers, businessmen, etc.
ABE PROFESSIONALS:	Included were adult educators, ABE educators, ABE teachers, supervisors and administrators of ABE programs.

SURVEY SAMPLE

The total number of persons involved in the survey was 100. The responses were categorized as follows:

CATEGORIES OF RESPONDENTS	NUMBER OF RESPONDENTS
ABE Participants	44
Non-ABE Participants	21
Community Professionals	11
ABE Professionals	24

RESULTS

The results were obtained by totaling all of the responses to a given item. Presented here are the items ordered in reference to the highest incidence of response. A comparison is made between parallel responses of ABE Participants and all other category types.

A more extensive analysis will be supplied at a later date. The following chart indicates the priority order of fourteen items of greatest relevance to potential RFD clients. (See exhibit on the following page.)

COMPARISON CHART

Q-SORT SURVEY ITEM ANALYSIS
RURAL ADULT PRIORITIES

PRIORITY ORDER OF 14 ITEMS OUT OF 104

ORDERED ITMES OF GREATEST INTEREST	ABE Parts	Non-ABE Parts	Comm. Profs	ABE Profs
1. Living Within My Means	23	11	5	4
2. What Do I Live on When I Retire	15	6	2	1
3. Smart Food Buying	14	6	10	6
4. Looking For A Job	14	5	12	1
5. How I Can Become A Better Person	14	4	4	4
6. Understanding Insurance	14	7	3	1
7. Family Health	12	3	6	0
8. My Responsibilities As A Citizen	12	4	1	1
9. Pollution! Population! Conservation!	12	8	3	4
10. The Joy of Good Food	11	4	5	2
11. Growing Old	11	2	2	1
12. How To Build Character In My Children	11	7	6	1
13. Spelling Better	11	1	1	0
14. Using Better English	11	4	3	1

The following eight items had 10 responses each. Since they relate strongly to the first 14 items, they are listed to reinforce the initial choices.

Increasing My Vocabulary
Helping My Children Do Better In School
Getting Along With My Wife/Husband
How Can I Help Others
Taxes Are Eating Me Up
Community Adult Education Programs
What Are My Civil Rights As A Citizen
I Need Help - Where Can I Get It?

Part VI

RFD
"RURAL FAMILY DEVELOPMENT"
First Year Report, June 1970

THE SCOPE OF RFD INFORMATION AND ACTION

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

U.S.O.E. GRANT #OEG-0-70-4564

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On the basis of RFD interest survey and Q-sort results, the following "Content Center" design has been prepared.

These 18 Centers will constitute the RFD curriculum.

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C. Working With Other People	2
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B. The Joy Of Good Food.	3
C. Buying Guides	3
D. Health, Safety And Sanitation	3
E. Making A House A Home	4
Part 2: About My Work	
A. How To Look For A Job	4
B. How To Apply For That Job	4
C. How To Get The Most From My Job	4
IV Content Center: Me And My Community	5
A. Me And The People	5
B. My Government: How It Works	5
C. Citizenship Is Taking Part In Decisions	5
D. Where To Go, Who To See, What To Do	5

1 CONTENT CENTER: ABOUT ME

Module A: UNDERSTANDING MYSELF

Unit 1: Who Am I: Accepting a View of Myself

Unit 2: What Am I: A Positive View of Myself

Unit 3: What Affects Me: Heredity and Environment

Unit 4: What I Believe: Developing Character

Module B: MY WELL BEING

Unit 1: My Physical Health

Unit 2: My Mental Health

Unit 3: My Education: An Adequate Person is Well Informed

Unit 4: My Leisure and Recreation

Unit 5: Maturing and Growing Old Growing Old Gracefully

Module C: BECOMING A BETTER PERSON

Unit 1: I Am Changing: Thinking, Feeling, Acting

Unit 2: I Am A Person: Dignity, Integrity, Self-Direction

Unit 3: Motivation: The Will to Win

Unit 4: I Can Make Things Change

II Content Center: About Me and Others

Module A: MY FAMILY

- Unit 1: Home Is For Family Living
- Unit 2. Understanding Feelings of Family Members
- Unit 3: Getting Along with Ones Marriage Partner
- Unit 4: Guiding Children and Building Character
- Unit 5: Family Good Times

Module B: COMMUNICATING WITH OTHERS

- Unit 1: My Friends
- Unit 2: My Neighbors
- Unit 3: The Art of Listening
- Unit 4: Respecting Other People's Race, Ideas and Beliefs

Module C: WORKING WITH OTHER PEOPLE

- Unit 1: People I Deal With for Services
- Unit 2: People I Work With on the Job
- Unit 3: People I Work For

III CONTENT CENTER: ABOUT ME AND MY MONEY

PART I: ABOUT MY HOME

Module A: MANAGING MY FAMILY'S MONEY

- Unit 1: My Income
- Unit 2: Family Spending Plan
- Unit 3: Using My Credit Wisely
- Unit 4: Family Security Plan

Module B: THE JOY OF GOOD FOOD

- Unit 1: Introduction to the Joy of Good Food
- Unit 2: A Choice: Casserole or Stew
- Unit 3: Supper on the Table on Time
- Unit 4: Wise Planning + Smart Shopping = Good Meals

Module C: BUYING GUIDES

- Unit 1: How to Buy Wisely To Stretch Your Dollar
- Unit 2: Smart Food Shopping
- Unit 3: How to Buy Clothing
- Unit 4: How to Buy Furniture and Appliances
- Unit 5: Satisfaction Guaranteed

Module D: HEALTH, SAFETY AND SANITATION

- Unit 1: Emergency First Aid
- Unit 2: Non-Emergency First Aid
- Unit 3: Accident Prevention
- Unit 4: Recognizing Symptoms of Illnesses
- Unit 5: Home Sanitation

Part 1: About My Home (continued)

Module E: MAKING A HOUSE A HOME

Unit 1: A Home Is a Man's Castle

Unit 2: Taking Care of the Inside

Unit 3: How To Do It Yourself Repairs

Unit 4: The Home Workshop

Unit 5: Taking Care of the Outside

PART 2: ABOUT MY WORK

Module A: HOW TO LOOK FOR A JOB

Unit 1: Sources of Jobs (Laubach)

Unit 2: Letters and Forms (Laubach)

Unit 2A: It's Best To Telephone About a Job

Unit 3: Personal Interview (Laubach)

Unit 4: Important Job Facts (Laubach)

Unit 5: Summary for Job Hunters (Laubach)

Module B: HOW TO APPLY FOR THAT JOB

Unit 1: The Work Experience Record

Unit 2: How To Fill out Application Forms (Dobbs-Dorman)

Unit 3: (Open, published materials)

Unit 4: (Open, published materials)

Unit 5: (Open, published materials)

Module C: HOW TO GET THE MOST FROM MY JOB

Unit 1: My Responsibilities to the Job

Unit 2: My Bosses Responsibilities to Me

Unit 3: Getting Ahead on the Job

Unit 4: Laws Protecting Workers

Unit 5: Self-Employment

IV CONTENT CENTER: ME AND MY COMMUNITY

Module A: ME AND THE PEOPLE

Unit 1: We The People, By The People, For The People

Unit 2: The Declaration of Independence

Unit 3: Our Constitution and What It Means (McGraw Hill)

Unit 4: How We Organize to Do Business In America: The American Private Enterprise System (NEA)

Unit 5: United States History (Follett)

Module B: MY GOVERNMENT: HOW IT WORKS

Unit 1: In My Community (township, village, city, county)

Unit 2: In My State

Unit 3: In My Country

Unit 4: In The World - United Nations, Other Nations

Module C: CITIZENSHIP IS TAKING PART IN DECISIONS

Unit 1: My Rights as a Citizen - Civil, Human, Moral

Unit 2: My Responsibilities As a Citizen

Unit 3: Being An Informed Citizen (Facts, Fiction, Opinion, Propaganda)

Unit 4: As I Live and Breathe: Population! Pollution! Conservation!

Module D: WHERE TO GO, WHO TO SEE, WHAT TO DO

Unit 1: Welfare and Employment Services

Unit 2: Medical and Health Services

Unit 3: Legal Aid Services

Unit 4: Leisure and Recreational Services

Part VII

RFD
"RURAL FAMILY DEVELOPMENT"
First Year Report, June 1970

COMMUNICATION SKILLS TRACK:
THE SCOPE OF COMMUNICATION CONCEPTS AND SKILLS

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

U.S.O.E. GRANT #OEG-0-70-4564

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The following Communication Skills objectives have been established for RFD.

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Grammar and English Mechanics Skills	8

RFD PROJECT
Stephen S. Udvari
10/10/69 (Initial)
3/21/70 (Revised)

LEVEL I

TRANSITIONAL BEHAVIOR OBJECTIVES IN REFERENCE TO COMMUNICATION SKILLS TRACK

Level I is the developmental phase assigned to Adult Basic Education programs and indicates the accomplishment of specific behavior objectives relative to listening, speaking, reading, comprehending, spelling and writing skills. Upon completion of Level I the adult learner should be able to:

LISTENING SKILLS

1. Recall specific information heard and develop listening skills.
2. Carry out oral instructions.
3. Listen and differentiate between sounds of spoken conversational words.
4. Listens and tells when two word elements do or do not rhyme (sound alike).
5. Listen to and differentiate alphabetical letter names.
6. Listen to and differentiate between initial consonant sounds when two common words are pronounced.
7. Listen to and differentiate between consonant and vowel blends.
8. Decode words that are common to his listening vocabulary; and increase vocabulary thru listening.

SPEAKING SKILLS

9. Recognize and name each letter of the alphabet in print.
10. Sound the initial consonants.
11. Sound the vowel and consonants in blends.
12. Identify and sound syllables in words.
13. Speak loudly enough to be effectively heard.

14. Make the voice reflect meaning and feeling.

15. Use newly-learned words in communicating facts and ideas.

16. Stick to a topic in conversation or discussion.

READING SKILLS

17. Recognize and name each letter of the alphabet in print.

18. Identify and use the left to right hand organization of printed or written materials.

19. Organize or order groups of letters into words.

20. Identify and read common sight words relevant to his normal living (List to be specified.)

21. Read manuscript writing.

22. Read a paragraph and select the main idea.

23. Decode contractions in reading materials that are common to verbal speech pattern.

24. Read with expression.

READING-COMPREHENSION SKILLS

25. Develop the concept of the sentence as a complete thought.

26. Distinguish by identifying complete sentences from fragment.

27. Determine meanings from words.

28. Identify and define word meanings through context clues in sentences and paragraphs.

29. Identify words and meanings in transfer situations.

30. Identify, read and use punctuation as a guide to meaning.

31. Identify and use homonyms, synonyms, and antonyms.

32. Identify and/or write sequence of events in reading material.

33. Differentiate between fact and opinion statements.

Example: The apple is ripe because the color is red.
I believe the apple is ripe.

SPELLING SKILLS

34. Able to find out (from teacher, list or book) correct spelling of any word.

35. Develop habit of spelling all words correctly in all written works.

36. Spell by using base word divisions and using syllables.

37. Spell by using divisions of frefixes and suffixes.

WRITING AND ENGLISH MECHANICS SKILLS

38. Translate manuscript writing into cursive form.

39. Write own name and address.

40. Identify and/or use in writing prefixes and suffixes in words.

41. Identify and name common nouns.

42. Identify and name proper nouns.

43. Identify and name verbs and irregular verb forms.

44. Use helping verbs and tense sequence.

45. Identify and use compound words.

46. Identify, construct and use base words and endings.

47. Change singular words into plural words.

48. Change words to possessive form (use of apostrophe).

49. Write and punctuate simple sentences with capitals and periods.

50. Write and punctuate a statement asking a question.

51. Identify, read and write exclamation in sentences and use exclamation mark (!).

52. Use commas to separate a series of items in a sentence.

53. Chain sentence patterns into a paragraph.

54. Identify and/or write a paragraph as a unit, using a topic sentence (main idea) and supporting detail.

55. Identify, read and srite statements, questions and commands.

RFD PROJECT
Stephen S. Udvari
1/24/70 (Initial)
4/5/70 (Revised)

LEVEL II

TRANSITIONAL BEHAVIOR OBJECTIVES IN REFERENCE TO COMMUNICATION SKILLS TRACK

Level II is the application or association phase assigned to Adult Basic Education program and indicates the expanding cognitive development into transfer situations of specific behavior objectives relative to listening, speaking, reading, comprehending, spelling, and writing skills. Upon completion of Level I, the adult learner should be able to:

LISTENING SKILLS

1. Recall and apply listening skills introduced in Level I.
2. Follow the logic and sequence of a discussion.
3. Add new listening words to his personal vocabulary.
4. Receive directions and messages accurately and carries out instruction.
5. Take notes, select key words, sequence ideas and summarize while listening to talk or report.

SPEAKING SKILLS

6. Recall and apply speaking skills introduced in Level I.
7. Speak with expression, using reading punctuation signals.
8. Speak words clearly and distinctly, sounding initial and final consonants and avoid common pronunciation errors.
9. Uses pronunciation aids in dictionary, syllabrication, accent marks and diacritical marks.
10. Build and use vivid descriptive and action words to add to interest and feeling in speaking and writing.
11. Choose words to express exact meaning.

READING AND COMPREHENSION SKILLS

12. Apply reading skills introduced in Level I.
13. Read for meaning and comprehension.

14. Improve reading speed and comprehension.

15. Read materials from various sources to compare views, opinions.

16. Looks up and utilizes information from various sources. Example:

    Table of Contents in books
    Index in books
    Dictionary
    Encyclopedias
    and other resource books,
    pamphlets and circulars.

17. Is able to read write and/or identify the four sentence classifications and use them in writing.

    Declarative - Stop signs are red.
    Imperative - Give me your pencil.
    Interrogative-Where are you going?
    Exclamatory - The horse is running away!

18. Read for enjoyment and recreation.

19. Use outlining skills in reading for meaning, both written and recall.

20. Summarize paragraph and whole selection.

21. Differentiate between fact and opinion in paragraphs and whole selection and make judgment and draw conclusions in reading materials.

22. Recognize and organize ideas in sequential order.

23. Identify and give proper emphasis while reading to parenthesis, apostrophes, quotation marks, hyphens and other reading aids.

24. Follow written directions in reference to specific content and reactions to evaluation of own progress through some form of "testing."

ENGLISH MECHANICS SKILLS

25. Identify and use in speech and writing modifiers (adjectives, adverbs) in a simple sentence.

26. Identify and use in speech and writing connectives (prepositions, conjunctions and interjections in a simple sentence.

27. Identify,name and use of nouns, pronouns, verbs, modifiers, and connectives in a simple sentence.

28. Identify and use in writing and speech phrases.

29. Identify in reading and use commas, colons and semi-colons in writing sentences and paragraphs.

30. Identify and use parenthesis, apostrophes, quotation marks, hyphens and other aids in writing sentences and paragraphs.

31. Apply knowledge of grammar (parts of speech) to aid in the selection of the right word for the desired function.

32. Recognize the prepositional phrase in reading and use it in writing activities.

33. Differentiate between singular, plural, and possessive pronouns, and subject and object forms of pronouns.

WRITING AND ORGANIZATIONAL SKILLS

34. Identify and/or write examples of different sentence structures

    Simple: He drives a truck

    Compound: He sang, and I played the banjo.

    Complex: While mother fried the chicken, sister was making a salad.

35. Use simple outline form for writing (Introduction, Body and Conclusion) and selects and orders supporting details.

36. Vary sentence beginnings for interest, pacing and style.

37. Use prepositional phrases in writing.

38. Write sentences, paragraphs or any written work with attention on heading, margin, indenting, writing and spelling.

39. Replace overworked and expressions in speaking and writing with more vivid and interesting synonyms.

40. Prepare a three topic outline.

41. Outline and classify date for specific projects.

42. Use outline and organize notes into completed works for written presentation or speech.

RFD PROJECT
Stephen S. Udvari
2/23/70 (Initial)
5/14/70 (Revised)

LEVEL III

TRANSITIONAL BEHAVIOR OBJECTIVES IN REFERENCE TO COMMUNICATION SKILL TRACK

Level III is the comprehensive or autonomous phase of performance assigned to Adult Basic Education programs and indicates the accomplishment of specific behavior objectives relative to listening, speaking, reading, spelling and writing skills. Upon completion of Level III, the adult learner should be able to:

LISTENING SKILLS

1. Recall, apply and expand listening concepts and skills introduced in Levels I and II.

2. Enrich vocabulary by including technical words integral to area of activity.

3. Receive and carry out messages and instructions involving more complex procedures and processes.

SPEAKING SKILLS

4. Recall, apply and expand speaking skills introduced in Levels I and II.

5. Use systematic plan for learning pronunciation, spelling and use of new words, using root, prefix, suffix and dictionary aids.

6. Communicate with simplicity, clarity and specificity.

7. Vary speech patterns by compounding two or more adjectives or adverbs, predicates or subjects; by using compound object, verb or preposition.

8. Ask specific questions to clarify, verify and seek additional information.

READING AND COMPREHENSION SKILLS

9. Recall, apply and expand reading and comprehension skills introduced in Levels I and II.

10. Use skimming techniques for seeking specific information in printed materials.

11. Increase reading skill and speed by reading word groups and grasping main idea and supporting facts.

12. Take notes of talks and readings and arranging them topically.

13. Grasp an article pattern in reference to opening, development, climax, closing and summary.

14. Expand research skills, sources, variety of media by comparing ideas or points of view on some topics or getting indept information about a subject.

15. Read information and differentiate between negative and positive propaganda and validate information and ideas.

16. Read information with number of alternatives, make judgments and draw conclusions.

17. Evaluate reading materials in terms of good writing technique, interest, clarity, specificity and usability.

SPELLING AND WRITING SKILLS

18. Recall, apply and expand spelling, writing and organizational skills introduced in Level I and II.

19. Write and/or identify types of paragraphs in reading

    a. explanation
    b. description
    c. narration
    d. conversation

20. Write and/or identify types of letter writing

    business
    personal parts of letter

21. Vary sentence beginning by inverting order of subject and predicate or by opening with prepositional phrases or verbs.

GRAMMAR AND ENGLISH MECHANICS SKILLS

22. Recall, apply and expand grammar and English mechanics skills introduced in Levels I and II.

23. Correct usage errors of troublesome verbs.

24. Apply in writing function of linking verb and of the predicate nominative and predicate adjective; agreement of pronoun with noun antecedent.

25. Use auxiliary verbs.

26. Use direct and indirect objects.

27. Use coordinating and subordinating conjunctions.

28. Use pronouns in reference to relative, interrogative, demonstrative, indefinite, agreement with antecedent; compound personal pronoun.

29. Use noun, adjective and adverbial clauses.

Part VIII

RFD
"RURAL FAMILY DEVELOPMENT"
First Year Report, June 1970

COMPUTATION SKILLS TRACK:
THE SCOPE OF COMPUTATION CONCEPTS AND SKILLS

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

U.S.O.E. GRANT #OEG-0-70-4564

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The following computation skills objectives have been established for RFD.

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RFD PROJECT
Stephen S. Udvari
10/13/69 (Initial)
02/16/70 (Revised)

LEVEL I

TRANSITIONAL BEHAVIOR OBJECTIVES IN REFERENCE TO COMPUTATION SKILL TRACK

Level I is the developmental phase assigned to the Adult Basic Education program and indicates the accomplishment of specific behavior objectives relative to adding, subtracting, multiplying and dividing skills. Upon completion of Level I, the adult learner should be able to:

BASIC NUMBER CONCEPTS

1. Recognize (read) and write the counting numbers 0 thru 9.

2. Read and write numbers in sequence from 0 thru 9, and 0 thru 100.

3. Able to identify and write differences between number, numeral, and digit.

4. Read place value of 10's, 100's, 1,000's, 10,000's and 100,000's. (use comma to indicate figures of 1,000 and over.)

5. Count by 2's, 5's, and 10's to 100.

6. Count by 100's to 1,000.

7. Count, and read numeral and word forms for cardinals and ordinals thru twentieth (1 - first, 2 - second, 5 - fifth, 10 - tenth, etc.)

8. Relate number to object (*counting* numbers - 6 children, *naming* numbers - number 12 Bus).

9. Write and read Roman numerals from I thru XX.

10. Identify, read, count and use coins and their value in making change from 1 cent to $20.00 (bills).

ADDITION SKILLS

11. Identify, read and write addition terms - addend, sum, sign, plus

12. Add 2 one place numbers.

13. Add column of one place numbers.

14. Add 2, 3 and 4 place numbers without carrying.

15. Add 2, 3 and 4 place numbers with carrying.

16. Add 2, 3 and 4 place numbers in columns.

17. Add money in terms of dollar and cent signs and decimal point placement.

18. Use addition facts at this level in problem solving.

SUBTRACTION SKILLS

19. Relate and use concept relationship of subtraction to addition as a reverse process.

20. Identify, read and write subtraction terms - minuend, subtrahend, subtraction or minus sign (-), deduct, difference and proof.

21. Use zero in subtraction as a minuend, a subtrahend and difference.

22. Subtract 1, 2, 3 place numbers without borrowing.

23. Use concept of regrouping the minuend as applied in borrowing with 1, 2 and 3 place numbers.

24. Subtract money in terms of dollars and cents signs and decimal point placement.

25. Use one-step subtraction facts at this level in problem solving.

MULTIPLICATION SKILLS

26. Relate and use concept relationships of multiplication to addition.

27. Identify, read and write multiplication terms - multiplier, multiplicand, factors, product and multiplication or times sign (x).

28. Recite and write basic multiplication facts through tables of 5's.

29. Recite and demonstrate in writing the use of the commutative law or the reversal of factors in learning facts.

30. Use zero in multiplication as in the multiplicand, and in the multiplier.

31. Multiply 1, 2 and 3 place multiplican numbers with 1 place multipliers without carrying.

32. Recite and write basic multiplication facts through tables of 9's.

33. Use process of carrying in multiplication.

34. Multiply the zero (0) in the multiplicand with carrying.

35. Multiply 1, 2 and 3 place multiplican numbers with 1 and 2 place multipliers with carrying.

36. Multiply money in terms of dollars and cents signs and decimal point placement.

37. Use multiplication facts as learned at this level in problem solving.

DIVISION SKILLS

38. Relate and use concept relationship of division to subtraction and to multiplication as a reverse process.

39. Identify, read and write division terms - divisor, dividend, quotient, and division signs ($\div$, $\neg/\overline{\quad}$).

40. Use basic division facts thru 5's ($45 \div 5$).

41. Relate division to multiplication in learning division facts of number families.

42. Use zero (0) in division, dividing by one-place division of 1 thru 5 with one-place quotients.

43. Divide and check or prove by multiplication.

44. Divide 1, 2 and 3 place dividend numbers by one-place divider number with proper position of the quotient figure.

45. Divide money in terms of dollars and cents signs and decimal point placement.

46. Use division facts as learned at this level in problem solving.

MEASUREMENT SKILLS

47. Use linear measurements of inches, feet, yards, rods, miles.

48. Use time measurements in reading the time on the clock, hours of the day, days, weeks, years and calendar.

49. Use weight measurements of ounces, pounds, tons.

50. Use liquid measurements of cups, pints, quarts, gallons.

51. Use money figuring of penny (1 cent), nickel (5 cents), dime (10 cents), quarter (25 cents), half-dollar (50 cents), one dollar (100 cents).

52. Use temperature measurements of degrees.

53. Identify, show understanding and use common fractions as a relationship of a whole (3/4, 1/2, 1/4, 2/3, 1/3).

54. Use ruler in linear measurements of inch segments (3/4, 1/2, 1/4), and yard segment (2/3, 1/3).

55. Use money measurements 1/2 dollar = 50¢, 1/4 dollar = 25¢, 1/10 dollar = 10¢, 1/20 dollar = 5¢.

GEOMETRIC PROBLEM SKILLS

56. Identify, draw and use rectangle, square, triangle and circle.

57. Identify sides of rectangle and square with length and width.

RFD PROJECT
Stephen S. Udvari
2/16/70 (Initial)
For discussion only

LEVEL II

TRANSITIONAL BEHAVIOR OBJECTIVES IN REFERENCE TO COMPUTATION SKILL TRACK

Level II is the application or association phase of performance assigned to Adult Basic Education programs and indicates the accomplishment of specific behavioral objectives relative to expanding reading, counting, figuring skills in transfer situations. Upon completion of Level III, the adult learner should be able to:

EXPANDING NUMBER CONCEPTS

1. Use all number concepts introduced in Level 1.
2. Read, write and use whole numbers to billions.
3. Read, write and use decimals to ten thousandths.
4. Apply fractional parts in relationship to the numbering system.
5. Read, write and figure with whole numbers, decimals and fractions.
6. Round large numbers, mixed numbers and decimals.

ADDITION SKILLS - WHOLE NUMBERS

7. Review basic addition facts in Level 1.
8. Add to 5 place numbers with carrying, placing commas, dollar signs and decimals.
9. Use addition facts in problem solving relating to life situations.

SUBTRACTION SKILLS - WHOLE NUMBERS

10. Review basic subtraction facts and maintain accuracy.
11. Subtract 5 place numbers, using borrowing and placing of the comma.

MULTIPLICATION SKILLS - WHOLE NUMBERS

12. Review and maintain accuracy in basic multiplication facts 1 thru 5 and tables thru 9's.

13. Multiply 2, 3 and 4 place numbers by 2 place multiplier, placing partial products, and using zero in multiplier and multiplicand.

14. Multiply money amounts with emphasis on placement of $ sign and decimal point.

DIVISION SKILLS - WHOLE NUMBERS

15. Review and maintain accuracy in basic division facts 1 thru 5 and 6 thru 9.

16. Divide 2, 3 and 4 place numbers by 1 and 2 place divisors, rounding the divisors.

17. Divide with remainder as a whole number and as a fraction.

18. Find average of a given set of facts or numbers.

GEOMETRIC FORMS AND SOLUTIONS

19. Review geometric forms in Level I.

20. Find perimeter of rectangle (P=L + W x 2) and square (P = 1 side x 4).

21. Find the area of a rectangle and square (A= L x W).

GRAPHS AND SCALE CONCEPTS

22. Identify, read and draw bar, line and circle graphs.

23. Read scale of miles on maps.

FRACTION NUMBER CONCEPTS AND SKILLS

24. Relate position of fraction in the number system.

25. Identify and write parts of fraction, numerator→ 3/4 ←denominator

26. Identify and use proper fractions (1/2).

27. Identify and use improper fractions (7/4).

28. Identify and use mixed numbers and change improper fractions to mixed numbers (7/4 improper fraction to 1 3/4 mixed number).

29. Identify and use like fractions (1/8, 3/8, 5/8, 7/8).

30. Identify and use unlike fractions (2/3, 1/8, 4/5).

31. Reduce fractions to lowest terms $\left(\frac{10}{25} = \frac{2}{5}\right)$.

32. Add and subtract like fractions.

33. Subtract a fraction from a whole number by borrowing.

34. Add and subtract mixed numbers.

35. Add and subtract mixed numbers with borrowing and regrouping.

36. Add and subtract unlike fractions by finding the common demoninator when common denominator is in the problem (1/4 + 3/8) and when it is not (3/4 + 2/3).

37. Add and subtract unlike fractions with mix number - unlike fraction.

38. Identify and write multiplication terms of fractions - cancel, numerator, denominator, product.

39. Change mixed numbers to improper fractions in multiplication of fractions.

40. Multiply a whole number by a fraction 8 x 2/3).

41. Multiply a mixed number by a whole number (8 3/4 x 4).

42. Multiply a mixed number by a fraction (4 1/4 x 3/4).

43. Multiply a mixed number by a mixed number (7 1/4 x 2 1/2).

44. Multiply fractions by cancellation (reducing).

45. Use division of fractions in relationship to multiplication using the terms invert, divisor, dividend and sign ($\div$).

46. Divide by inverting the divisor and changing the sign.

47. Divide a fraction by a fraction.

48. Divide a mixed number by a fraction.

49. Divide a fraction by a whole number.

DECIMAL CONCEPT AND SKILLS

50. Use and understand decimals in the number system according to place value and relationship with fractions.

51. Read and write decimals as numerals, fractions and words thru ten ten-thousandths

.1	1/10	one-tenth
.35	35/100	thirty-five hundredths
.025	25/1,000	twenty-five thousandths
.0005	5/10,000	five ten-thousandths

52. Understand and write the concept of zero in decimals.

53. Add and subtract decimals with emphasis on the placement of the decimal point.

54. Multiply numbers with decimals in the multiplier and multiplicand with emphasis on the placement of the decimal in the product.

55. Divide with decimal in divisor and its effect on the dividend.

56. Change fraction to decimal form (1/2 = $2\overline{)1.00}$ = .5).

57. Divide whole number by a decimal (54 .6 = $.6\overline{)54.0}$)

58. Divide a decimal by a whole number (42.7 7 = $7\overline{)42.7}$).

59. Divide a decimal by a decimal (72.81 .09 = $.09\overline{)72.81}$).

MEASUREMENT CONCEPTS AND SKILLS

60. Use linear, liquid, dry and time measure tables and write their abbreviations.

61. Use weight tables and write their abbreviations.

62. Use all math concepts and facts in Level I and II in problem solving.

RFD PROJECT
Stephen S. Udvari
2/16/70 (Initial)
For discussion only

LEVEL III

TRANSITIONAL BEHAVIOR OBJECTIVES IN REFERENCE TO COMPUTATION SKILL TRACK

Level III is the comprehensive or autonomous phase of performance assigned to Adult Basic Education programs and indicates the accomplishment of specific behavioral objectives relative to counting, figuring and problem solving skills. Upon completion of Level III, the adult learner should be able to:

NUMBER CONCEPTS

1. Review and recite all concepts learned in Level I and II.
2. Read and write whole numbers to hundred billion.
3. Read and write decimals to millionths.
4. Round off whole numbers, decimals and fractions by estimating.

ADDITION SKILLS

5. Review, apply and expand addition concepts and skills introduced in Levels I and II.
6. Add 7-place numbers, emphasizing accuracy and speed.
7. Add numbers vertically and horizontally.
8. Work addition word and thought problems

SUBTRACTION SKILLS

9. Review, apply and expand subtraction concepts and skills introduced in Levels I and II.
10. Subtract 7-place numbers, emphasizing speed and accuracy.
11. Work subtraction word and thought problems.

MULTIPLICATION SKILLS

12. Review, apply and expand multiplication concepts and skills introduced in Levels I and II.

13. Multiply to 5-place multipliers, emphasizing accuracy, speed with special attention to placement of partial product, comma and decimal.

14. Work multiplication word and thought problems.

DIVISION SKILLS

15. Review, apply and expand division concepts and skills introduced in Levels I and II.

16. Divide using 4-place divisors, emphasizing speed, accuracy and placement of quotient.

17. Work division word and thought problems.

FRACTION CONCEPTS AND USE SKILLS

18. Review, apply and expand concepts of fractions in addition, subtraction, multiplication and division.

    a. Name parts of fraction - numerator, demoninator.
    b. Differentiate between like and unlike fractions.
    c. Name types of fractions - common, proper, improper and mixed number fractions.
    d. Reduce proper fractions to lowest terms.
    e. Change fraction to highest terms or equivalent fraction.
    f. Transpose improper fractions to whole or mixed number.
    g. Find lowest common denominator.

19. Add columns and lines of fractions and mixed numbers with and without "carrying."

20. Work word and thought problems involving addition of fractions.

21. Subtract fractions and mixed numbers with and without "borrowing."

22. Work word and thought problems involving subtraction of fractions.

23. Review and expand multiplication of fractions introduced in Levels I and II by changing mixed numbers to improper fractions.

24. Use cancellation process in multiplication of fractions emphasizing accuracy and speed.

25. Work word and thought problems involving multiplication of fractions.

26. Review and expand division of fractions introduced in Levels I and II.

27. Divide fractions and mixed numbers by transposing to improper fractions, inverting divisor and multiplying.

28. Find ratio for whole numbers and fractions and understand proportions.

29. Work word and thought problems involving division of fractions.

DECIMAL CONCEPTS AND USE SKILLS

30. Review, apply and expand decimal concepts introduced in Levels I and II.

31. Read, write and solve place value to millionths and relate decimals to fractions.

32. Round decimals to nearest three and two places.

33. Add columns of 1 thru 5 place numbers with 1,2,3 and 4 decimal places.

34. Subtract numbers of 1 thru 5 places and 1 thru 4 decimal places.

35. Multiply numbers of 1 thru 5 places and 1 thru 4 decimal places, emphasizing placement of decimal point in the product.

36. Divide numbers of 1 thru 5 places and 1 thru 5 decimal place divisors, emphasizing movement of decimal point in the divisor, dividend and quotient.

37. Divide by annexing zero in the dividend.

38. Change common fractions to decimals where answers are exact decimal numbers, terminating decimal numbers, or repeating decimal numbers.

39. Transposing decimals to common fractions or mixed numbers.

40. Work addition, subtraction, multiplication and division word and thought problems involving decimals.

41. Review, apply and expand bar, line and circle graphs in problem solving as related to decimals.

42. Use formulas for finding interest.

43. Apply interest formulas to solving practical problems on loans, savings and discounts.

44. Review measurements introduced in Level I and II and expand the use of units of measuring - length, area, volume, capacity, weight, time, etc. - as applied to practical use.

45. Use metric measurements.

46. Review and expand use of basic geometric forms and solutions - rectangle, square, parallelogram, trapezoid, triangle, circle.

47. Use solid geometric solutions in solving practical problems concerning rectangular solids, cubes and cylinders.

48. Explain and use square root concepts in problem solving.

PERCENT CONCEPTS AND USE SKILLS

49. Express percent as common or decimal fractions.

50. Find a percent of a number.

51. Find what percent one number is of another number.

52. Find a number when a percent of it is given.

53. Find a number when a percent of increase or decrease is given.

54. Use percentage formulas and solve equations.

Part IX

RFD
"RURAL FAMILY DEVELOPMENT"
First Year Report, June 1970

COPING SKILLS TRACK:
THE SCOPE OF LIFE COPING CONCEPTS AND SKILLS

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

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The following life skill objectives have been established for RFD.

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RFD PROJECT
Stephen S. Udvari
10/13/69 (Initial)

LEVEL I

TRANSITIONAL BEHAVIOR OBJECTIVES IN REFERENCE TO COPING SKILLS TRACK

Coping Skill objectives are derived from the life needs of the culturally unique and are integrated with academic learning concepts inherent in communication and computation skills. Level I is the developmental phase of performance assigned to the Rural Family Development program. As the result of participating in the RFD home-study information and action program, the adult learner will be able to:

PART I: COMMUNICATION SKILLS

1. Carry out oral instructions at work, home and in education programs in terms of sequence of events.

2. Recognize and real alphabetical naming of things (B Bus, Aisle C, JFK, other familiar initials and own, USOE, USDA, MPD, DMV and other agency initials).

3. Sight-read common signs relative to public service facilities and traffic designations (examples: Danger, Women, Poison, Police, Stop, Walk, One Way...full list in curriculum outline).

4. Prepare and use a shopping list by recognizing and sight-reading grocery items from sale bills.

5. Understand and demonstrate the use of "O" and/or "Operator" on the telephone for making emergency calls.

6. Write own name, first, middle initial and last name in print form.

7. Write signature, first, middle initial and last name in cursive form.

8. Writes identifying labels on medicines, poisons and other home chemicals.

9. Address envelopes, cards and forms.

10. Register to vote.

11. Exercise voting franchise (may require having ballot read to voter)

12. Identify and use left to right hand and top to bottom concept of organization or ordering things (example: sunrise and sunset, threading screws and bolts, reading numbers, reading names and words, etc.)

13. Find names in alphabetical listings, white pages of telephone directory, registration roll, tax roll, etc.

14. Utilize telephone directory for locating community services in yellow pages.

15. Read newspaper classified section for jobs and situations.

16. Communicate ideas in person or over telephone in seeking emergency services, social services, general information, and registering complaints.

17. Read recipes, assemble diagrams, sales bills, catalogs and other sources of information dealing with do-it-yourself processes.

18. Write menus for a day and a week.

19. Take and write an inventory of equipment, possessions, preparing for a trip, supplies on hand in the kitchen and for livestock, etc.

20. Fill out forms for work applications, licenses, social services, etc.

21. Read the newspaper, magazines, digests, etc.

22. Apply for library card and visit library as interest indicates.

23. Help preschool and elementary school children(up to 4th grade) with homework.

24. Reads stories to preschool children when practicable.

25. Read the basic sight-word list of 220 words (Dolch Basic Sight Vocabulary).

26. Read approximately 500 most commonly used or basic words (Functional Reading Word List for Adults, Part I by M. Adele Mitzel).

27. Use in speech 1500 words most frequently met (Functional Reading Word List for Adults, Part II by M. Adele Mitzel).

28. Use dictionary to look up words for spelling and meaning.

29. Use glossary in back of book to find meanings of new words.

30. Read manuscript writing in letters from relatives and friends.

31. Read cursive script in letters from relatives and friends.

32. Write letters to relatives and friends (manuscript and cursive form).

33. Write basic letters for job inquiry and application (manuscript and cursive form).

34. Write simple letters of complaint or express views to governmental representatives.

35. Listen with purpose to radio and television news and information programs.

36. Differentiate between fact and opinion in politics and other crucial areas of concern.

37. Differentiate, read and write statements, questions and commands.

38. Dictate provisions for a will.

39. Organize file of legan and important papers.

40. Read city street signs, highway markers, and road maps.

41. Etc.

PART II: COMPUTATIONAL SKILLS

1. Read single concept numbers in reference to naming things and places (example: Gate 3, Part 2, 5th Street, Route 4, 9th Floor, etc.)

2. Read the calendar and mark special dates.

3. Read sets of numbers (example: 3011 Elm Lane, 53562 Zip code, 608 Area Code, 189-18-0148 Social Security number, etc.)

4. Fill out Employee's Withholding Exemption certificate.

5. Understand and demonstrate the use of the telephone number which is conspiciously posted to telephone for ambulance, poliee or sheriff, fire department and doctor.

6. Able to give proper change for articles less than 50¢, $1.00 and $5.00 out of said denominations.

7. Relate numbers to objects in terms of counting (example: 20 cows, 4 children, 10 pencils, 2 tractors, etc.) as applied to taking tally or inventory.

8. Make a shopping list, indicating the number of each item and the cost.

9. Add a series of cost items in a column to arrive at a total, shopping list, number of acres in each plot under cultivation.

10. Keep a simple expenditure budget log.

11. Keep a simple budget for one month periods.

12. Tally credit payments made and amount still outstanding.

13. Write a check and deduct the amount from the *balance*.

14. Determine wages for a day by taking hourly pay times the number of hours worked in a day.

15. Determine wages for a week by adding the wages for each day of work or (if wages per day are the same) the wages for one day times the number of days worked.

16. Deduct *standard deductions* from *gross pay* to determine *net or take-home* pay (two process problem: add and subtract).

17. Determine cost per pound times number of pounds.

18. Determine the price of one item (*unit cost*) when

article is being sold in sets of 2, 3, 4 and 5.

19. Find out yield per acre by dividing acres into the total yield.

20. Determine income for a month by dividing 12 months into annual income.

21. Read a 12 inch ruler, yard stick and tape measure (to nearest 1/8").

22. Read the time and set the time on a clock.

23. Use liquid and dry measures in preparing a recipe.

24. Set the oven of a stove for specific degree of heat.

25. Read a thermometer (weather and medical).

26. Read a speedometer and mileage indicator.

27. Read a map and add the figures between point of departure and destination.

28. Etc.

RFD PROJECT
Stephen S. Udvari
10/10/69 (initial)
3/21/70 (revised)

LEVEL II

TRANSITIONAL BEHAVIOR OBJECTIVES IN REFERENCE TO COPING SKILLS TRACK

Coping Skill objectives are derived from the life needs of the culturally unique and are integrated with academic learning concepts inherent in communication and computation skills. Level II is the application and association phase of performance assigned to the Rural Family Development Program. As the result of participating in the RFD home-study information and action program, the adult learner will be able to:

PART I: COMMUNICATION SKILLS

1. Recall, apply and expand basic communication-coping skills introduced in Level I.

2. Follow the logic and sequence of community group discussions and television presentation and make suitable notes of key words, main ideas and supporting details for future action.

3. Increase listening and speaking vocabulary in reference to information presented in specialized units of the RFD program.

4. Carry on conversation with home-study visitor and express specific problems of need, and seek information, advice and action from local, state and national agencies.

5. Apply for a library card.

6. Utilize library as a general resource for seeking expanded information and recreational reading interests.

7. Look up and utilize information from various sources to meet specific personal needs, emphasizing index, table of contents and special procedural instructions.

    a. Retail sales catalogs, ordering, forms, etc.
    b. Newspapers (news, sports, classified sections)
    c. Sales Bills (newspaper advertisements)
    d. Magazines
    e. Cook Books
    f. Repair and Do-it-yourself Manuals (others to be specified)
    g. Telephone directory

8. Follow written directions.

    a. Reading recipes, equipment, ingredients, procedures in sequence
    b. Reading dress patterns, cutting and assembling.
    c. Reading do-it-yourself instructions.
    d. Income tax returns, property tax returns.

9. Write for practical needs of daily living

    a. Address envelopes and post cards.
    b. Write interesting, descriptive personal notes and letters.
    c. Answer classified want ads and advertisements.
    d. Write letter of application listing job interests, educational experiences, practical and work experiences, statement of goals, etc.
    e. Fill out comprehensive forms for jobs, situations, licenses, credit cards, services, unemployment compensation, commodity foods, etc.
    f. Write simple forms of business letters asking for and commenting on services.

10. Make a list of services and/or helping agents (names, addresses, telephone numbers) to be used for seeking advice or providing assistance.

11. Communicate complaints to agencies (list provided) via telephone or letter for improper services or treatment received.

12. Use better and correct English form in communicating with others in order to express oneself more clearly.

13. Follow instructions carefully and accurately read from medical perscriptions, pesticides and other home chemicals.

14. Etc.

Level II
Coping Skills

PART II: COMPUTATIONAL SKILLS

1. Recall, apply and expand computational-coping skills introduced in Level I.

2. Maintain home management records. Prepare a comprehensive budget, expanding on the simple form used in Level I, figuring percentage of income per budget category.

3. Keep and balance a bank checking account.

4. Work out credit payments, determining interest and principal reduction per pay period.

5. Figure volume of food and feed containers.

6. Determine rate of consumption of foods and feeds to provide for replenishment.

7. Figure and complete income tax returns.

8. Figure square yards for pavement and building purposes.

9. Figure average miles per gallon comsumption of gasoline.

10. Figure rate of fuel oil consumption during critical periods to insure replenishment.

11. Figure perimeter of an enclosure to determine amount of material needed for fencing, building, covering, etc.

12. Read scale of miles on a map and determine distances between points of departure and destination.

13. Etc.

RFD Project
Stephen S. Udvari
10/20/69 (initial)
3/21/70 (revised)

LEVEL III

TRANSITIONAL BEHAVIOR OBJECTIVES IN REFERENCE TO COPING SKILLS TRACK

Coping Skill objectives are derived from the life needs of the culturally unique and are integrated with academic learning concepts inherent in communicating and computing skills. Level III is the comprehensive or autonomous phase of performance assigned to the Rural Family Development Program. As the result of participating in the RFD home-study information and action program, the adult learner will be able to:

PART I: COMMUNICATION SKILLS

1. Recall, apply and expand all communication-coping skills introduced in Levels I and II.

2. Build and enrich vocabulary by including technical, political and contemporary word usages.

3. Carry out messages and instructions in area of work and home in terms of specific objectives implied or expressed by the instruction.

4. Ask questions, advice and services via letter and telephone using simplicity, clarity and specificity to express needs.

5. Utilize the library for expanding personal and family resource and recreational needs.

6. Read from a variety of sources - books, digests, magazines, newspapers, pamphlets, etc.

7. Use books to improve vocational and practical skills.

8. Fill out application forms using accuracy and taking advancement tests for

    a. City, State and Federal Civil Service
    b. Private promotional upgrading
    c. Entrance into G.E.D. programs
    d. Entrance into Vocational school or apprantice programs.

9. Write letters of concern to create change in well-being and express constituent prerogative to:

    a. Local government officials and agencies
    b. State and Federal Representatives and Senators
    c. Local and state social service agencies.

Level III
Coping Skills

10. Exercise active voting rights.

11. Assist and guide school age children (all grades) improvement in academic achievement and goal achievement.

12. Use discrimination in determining facts, opinions, sales pitch (huckstering) in order to exercise choice, position, support, etc.

13. Read and question any document requiring personal signature.

14. Etc.

Level III
Coping Skills

PART II: COMPUTATIONAL SKILLS

1. Recall, apply and expand all computational-coping skills introduced in Levels I and II.

2. Perform all computational skills in reference to complete money management of income, savings, expenditures and credits and maintain a functional budgeting and bookkeeping systems.

3. Perform all computations for complying with state and federal tax returns.

4. Determine level of social security benefits.

5. Apply math concepts to practical home applications in terms of measurements, areas, volumes, percentages and decimals.

6. Maintain math skill level for improving job skills and to seek advancement.

7. Seek advanced skills through vocational school programs.

8. Assist school-age children with homework and continue to guide them toward improvement in computational skills and career choices.

9. Etc.

Part X

RFD
"RURAL FAMILY DEVELOPMENT"
First Year Report, June 1970

AN ADULT-ORIENTED
PERFORMANCE AND PLACEMENT INDEX

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

U.S.O.E. GRANT #OEG-0-70-4564

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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AN ADULT-ORIENTED PERFORMANCE AND PLACEMENT INDEX

RURAL FAMILY DEVELOPMENT
University Extension
The University of Wisconsin

RATIONALE FOR THE DESIGN OF AN ADULT INDEX

"Take the student where he is; lead him as far as he can go at his own rate of learning." This old, established guideline for primary and secondary school education has also been the concern of the administrators and educators associated with the RFD project. The determination of "where the student is," his current functional level of performance has been a major concern, as has been the lack of any instrument which is appropriate for such measurement.

Many reading tests exist at this time which are intended to measure reading skill at approximately the level required for instruction. However the uniqueness of the RFD project and its clientele requires an instrument which, in fact, does not exist at this time.

One of the basic needs which must be fulfilled by the test is the determination of the *independent reading ability* of the client. Many tests in print indicate the instructional level of the reader, that is, the level at which he can improve his reading skill with guidance from an instructor. The client of the RFD program, however, will not be attending classes or have frequent contact with a teacher. He must be able to handle any materials independently. The unobtrusive measure which we propose, then, must give us the level of reading ability at which the client is able to handle any materials with ease and fluency, comprehending

what he reads. The materials in the Coping Skills Track are written on the fourth grade level, however, supplementary and branching materials for the development of basic reading and math skills are available to the client on both easier and more difficult levels. The test to be administered will indicate the level of materials which will best match the needs of the student, thus making both materials and instruction more effective.

Second, the test must be exceptionally easy to administer, to score, and to interpret, because it will be administered in many cases by a "home visitor" who is a para-professional with limited training in testing. Error due to the factors of administration, scoring and interpretation must be as carefully controlled as possible.

Third, the format of the test must be as unlike the usual test materials found in schools as possible in order to meet the particular needs of the RFD client. Many clients will have encountered experiences with tests in schools which are vividly remembered as being unpleasant and embarrassing. In order to avoid repetitions of such experiences, a test is needed which will not call to mind the past failures which the client would like to forget, but rather will be challenging, new and will give positive reinforcement, for work done correctly.

Fourth, the testing materials also must be appropriate for the specific group being tested, the RFD clients. It must be pleasing to an adult and must tape adult experiences and adult vocabulary. It must also be directed to clients who are residents of a rural culture rather than an urban culture, thus describing

to us the reading ability of a particular type of adult from a particular segment of society.

POSSIBLE FORMATS FOR THE PERFORMANCE AND PLACEMENT INDEX

HIGH INTEREST READING PASSAGES

High interest reading passages inserted into pages of recent magazines. Some instructors have been successful in testing with specially printed items inserted into magazines such as Sports Illustrated, Hot Rod and Playboy. Such an approach might be feasible using farm oriented materials and inserting the materials into such magazines as Hoard's Dairyman, The Agriculturist, etc. These paragraphs would be patterned after Gray's Oral Reading Paragraphs with each paragraph progressively more difficult.

VOCABULARY CHECK LIST

A word form test designed around an interest inventory idea has been successfully used with vocational school-age young adults. Based on the idea that we want to find out what you want, are interested in, and need, a check list form was utilized to record student response. Example: Instructions to the pupil were, Place an X in the box if you know what it is or if it interests you. The student then read the words with the instructor casually talking and questioning if a box was not checked. The termination of a given set was culminated with verbalizing definitions, meanings or personal opinions.

Level 0 - 1	4	6	8
_____ car	_____ escape	_____ triumph	_____ pugilist
_____ race	_____ lathe	_____ champion	_____ electronics
_____ girl	_____ part-time	_____ employment	____ independence
etc.	etc.	etc.	etc.

In using this test with the RFD cline, it will be necessary to include vocabulary which is familiar to them - that is farm or rural oriented concepts and general life-functioning vocabulary.

PICTURE WORD DISCRIMINATION

A third form of reading placement has been utilized which was designed around a series of pictures of shop activities and school life activities. This test was used with delinquent boys in a training institution.

The picture series was broken into three levels, each moving through the grade progession; level I, grades 0-3, Level II, grades 4-6, Level III, grades 7-8. Each level was also designed to give information regarding the following three concepts:
a) information level (b) attitude and (c) behavior.
Each of these tests have been successfully used and correlated closely with the California Achievement Test.

INFORMATION SURVEY SHEET OR APPLICATION FORM

A fourth form of test under consideration at this time is the basic information survey sheet and work sheet which the client would work with the home study visitor. On this sheet the client would write the basic information required: Name, age, birthdate, spouse's name, number of children, names of children, etc. Following the completion of this sheet, another sheet, similar in format to the home study lessons would be presented. On this sheet would be specific problems requiring use of reading and math skills which would be solved while working with the home visitor. By carefully constructing the vocabulary, sentence structure and content of the reading materials and the difficulty

of the math problems, the sequential completion of each segment would indicate a given grade placement level.

Part XI

RFD
"RURAL FAMILY DEVELOPMENT"
First Year Report, June 1970

MONTHLY PROGRESS REPORTS

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

U.S.O.E. GRANT #OEG-0-70-4564

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UNIVERSITY EXTENSION

The University of Wisconsin

3313 University Avenue
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WHA-TV - Channel 21
Television Center

MEMO FOR THE RECORD

SUBJECT: RFD PROJECT REPORT

August 1, 1969

RFD PROJECT REPORT

June and July 1969

This report covers the first two months of the RFD Project.

1. PERSONNEL. On June 1, 1969, Boris Frank was appointed Project Director and Steve Udvari, Associate Project Director for RFD. Approved by the Washington Staff of the Adult Education Branch of the U.S. Office of Education. Boris Frank will devote half his time to the role of Project Director and one wuarter to the position of Chief Television Writer. Steve Udvari will devote three quarters of his time to the position of Associate Project Director and Content Specialist.

Susan Noble was appointed Television Writer effective September 1, 1969. Alice Small was appointed Project Secretary effective August 1. Mary Jane Rasmussen was appointed Administrative Assistant, half-time effective August 1.

Content Specialist positions were offered to Mrs. Doris Kreitlow, half-time, specializing in the areas of home and family living, family finance, and home economics and to Helene Aqua, full-time, specializing in the field of teacher training, field supervision and content development. Both appointments would be effective between the 8th and 15th of September, 1969. Several potential graduate assistants have been identified and will be addigned to the project as available during August and September.

Staff quality is considered excellent.

2. COMMUNITY CONTACTS. Boris Frank and Steve Udvari held a series of meetings in the four county target area with professionals currently working with adults eligible for the RFD program. Community Action Program leaders, county agents of University Extension, Vocational, Technical and Adult District officials, county planning supervisors, and other interested professionals were filled in on the project goals and needs and were invited to participate during the three year term.

On the whole, reception on the part of the professionals was extremely good. In several cases, most notably among county extension agents in Dane, and Iowa, the interest was somewhat lukewarm. In these counties primary contacts with the client group will be coordinated through Community Action Program and Vocational, Technical, and District Adult leaders. Interest on the part of county agents in Lafayette and Green, Community Action Program leaders in Dane, Lafayette and Iowa, and Vocational, Technical and Adult District leaders in all four target counties was most enthusiastic.

A county-wide meeting of all Iowa County professionals working with adults was held at the Iowa County Courthouse in Dodgeville on July 24th. Nineteen clergymen, educators political leaders, and county officials attended and responded with a generally positive reaction. They were asked to assist the project in identifying potential clients and in identifying the needs and characteristics of the clients.

County professional meetings will be held in the other three target counties in early August. A professional advisory group will be established in each county and, once the professionals have assisted the project in identifying potential clients, a client advisory group will be formed in each county as well.

The purpose of these meetings is not only to orient all county professionals to the RFD Project and to enlist their aid and support, but also to invite them to work closely with the project team once RFD is operational in providing unified services to the client group. RFD is, in fact, acting as a catalyst in bringing all these agencies together to serve the client group.

3. EVALUATION. The University of Wisconsin School of Education was approached regarding project evaluation services. The Department of Educational Psychology, through its recently established evaluation service, has developed a general evaluation design in association with Wayne Otto, Professor of Educational Curriculum and Development of the University of Wisconsin. Professor Otto is expert in the areas of basic reading and general basic education.

   The design will be studied by the project team and submitted to the U.S. Office of Education for approval.

4. DISSEMINATION AND PUBLICITY. In early July, Representative Robert Kastenmeier's office issued a press release announcing the RFD Project. The release was sent to all Southern Wisconsin daily newspapers and radio and tv stations.

   The first RFD Newsletter was published July 29th and mailed to just under 1,000 Adult Basic Education Specialists throughout the country, as well as to professionals in the four county target area.

5. SURVEY. During meetings with area professionals, it became evident that very little literature is available regarding Rural Adult ABE client needs, characteristics and motivation. Though some initial needs and characteristics have been identified from superficial studies that have been completed and from discussions with area professionals, it has been determined that a detailed study must be completed by the RFD Project prior to development of content material and selection of television and home-study instructional units. The University of Wisconsin Department of Rural Sociology and The University of Wisconsin Testing Service are presently mounting, in association with the Project Team, a survey that would identify these particular needs, characteristics, and motivational forces. The survey will be completed during the month of August and evaluated early in September.

6. RESEARCH. Meetings were held with the Dean of the School of Education, representatives of the Department of Rural Sociology, and the Chairman of University Extension Engineering and Mathematics. The RFD Project framework was offered to these departments for potential research in the areas of rural basic education and disadvantaged rural adult population that would be consistent with the goals of the RFD Project.

7. MISCELLANEOUS. RFD purchased a Pentax 35mm camera to visually record all project activities. The camera will be used to produce pictures for the newsletter, the television programs, and various publications and reports.

June 22-26, Boris Frank and Steve Udvari attended the Special Project Director's Conference in Raleigh, North Carolina. This was an extremely worthwhile experience, especially from the point of view of meeting other Project Directors and finding out what they are doing in their particular fields. The personal contacts made at the meeting are extremely important and should help the project over the long term.

RFD has invited the U.S. Office of Education to hold the Special Projects Director's Meeting for 1970 in Madison. An informal proposal was forwarded to Morris Brown in early July.

Steve Udvari has been collecting a wide range of Adult Basic Education materials presently used by other universities, states, and commercial companies. He is in the process of evaluating these materials regarding their possible use in the RFD Project.

RFD has written all State Directors of Adult Basic Education, and Special Project and Institute Directors asking them to forward any studies, surveys or instructional materials they are presently using in Adult Basic Education in their particular areas. A comprehensive study of the field with regard to the use of ABE materials in Rural Education has been instituted by the RFD Project. Response has been, to date, fairly good.

RFD requested extension of the first year project completion date from May 31 to June 30, 1970. The request is pending with the Adult Education Branch.

8. SUMMARY. It is my opinion that RFD has started well and that all timetable goals have been met to date regarding assignment of personnel, orientation of field personnel, administrative detail, and evaluation of existing materials.

Boris Frank
Project Director
RFD-Rural Family Development.

A NATIONAL ADULT BASIC EDUCATION DEMONSTRATION PROJECT

MEMO FOR THE RECORD

SUBJECT: RFD Project Report

September 3, 1969

RFD PROJECT REPORT

August 1969

This is a report for the month of August 1969

1. PERSONNEL. All key project positions were filled during August. Mrs. Helena Aqua, presently director of a Spanish surname literacy project in Milwaukee will join RFD September 8 as Content Specialist. Her prime responsibilities will include field operations, teacher supervision teacher and teacher-aid training and content development. Mrs. Doris Kreitlow, a specialist in home economics and family living, will join the project half-time as Content Specialist September 15. Mrs. Bouri Flesch, a content development expert for USAFY, joins the project half-time September 2 as a Content Development Specialist. Mrs. Wanda Godshall joins the project half-time on September 15 as Secretary/Typist.

   In early September, when the students return to the Madison campus, two graduate half-time positions will be filled. One will be assigned to content development with a specialization in mathematics. The other will fill the position of research specialist. Interviewing is now underway to fill these two positions.

2. COUNTY ORGANIZATIONAL MEETINGS. The last three county professional organizational meetings were held to inform all county officials working with adults of the nature of the RFD project. The Green County meeting was held in Monroe August 7, the Dane County meeting in Madison August 11, and the Lafayette County meeting in Darlington August 12.

   The interest in Lafayette County was so great that the County Board invited Boris Frank to describe RFD at the County Board meeting on August 25.

University Extension
University of Wisconsin
3313 University Ave.
Madison, Wisconsin 53705
WHA-TV

Additional meetings were held with Mrs. Henry Hart of the Dane County Social Planning Committee and Ralph Nevarre of the Dane County Social Services office.

At this point we feel that all county officials and organizations working with potential RFD clients have had the opportunity to hear about the project and question its goals and objectives. We have been especially pleased with the very positive response we have been given in all quarters.Now that we have identified those agencies and individuals in each county who can be of greatest assistance in moving RFD forward, we will enter phase of individual agency contact. For instance, on September 2,3, and 4 Boris Frank will meet with Community Action Program groups in Avoca, Arena and Darlington. Other individual meetings will be held in September with WIN Program groups, County Welfare officials, and key members of the clergy. Continued close liason will be maintained with the Vocational districts and the University Extension County Agents.

3. SURVEY. A detailed client survey vehicle has been developed by Steve Udvari to be used by the Survey Research Lab of University Extension in a study of over 50 potential RFD clients in the four-county area. The survey will be used to guide the project team in developing specific content units and will be published for national distribution as soon as available.

4. EVALUATION: The Educational Psychology Department of the University of Wisconsin School of Education is preparing a final draft of an evaluation design. This should be submitted to Washington for approval by mid-September. The design will outline evaluation procedure for the first year as well as long-range plans for years two and three.

5. STATE VOCATIONAL BOARD CONFERENCE. Boris Frank attended the State Vocational Board In-Service in Eau Claire August 21 and 22 and spoke at a session of Adult Basic Education and Adult Education supervisors and instructors.

6. OFFICE PROCEDURES AND HOUSEKEEPING. RFD stationary was printed and is now in use.

   The second RFD newsletter was printed and distributed to approximately 1200 individuals and organizations. Copy for the September issue was submitted to the printer in late August.

   A new IBM Selectric typewriter was purchased on a rental/purchase plan for delivery in early September. Type faces were selected for use in preparing the home study materials.

Final arrangements were made for delivery of a large mobile trailer to be used as office space for the project. The trailer will be available by mid-October and will be located at the rear of the WHA-TV building. Desks and associated office equipment have been purchased for delivery when the trailer arrives.

7. PROJECT ADMINISTRATION . The Office of Education advised RFD that Jean Winsley will replace Penny Pendell as Washington Project Officer effective immediately. Boris Frank and Steve Udvari will meet with Jean during the Galaxy Education Conference in Washington in early December.

A project advisory board meeting was held August 25 to bring board members up-to-date on project activities. Project progress and plans were approved.

In most phases the project is progressing well in terms of goals set. Personnel commitments have been completed on time and content development should start as scheduled. County organizational meetings and professional orientation met the established deadlines.

Development and administration of the four-county survey has taken somewhat longer than originally expected. This is primarily due to the fact that the complexity of the survey and its importance in guiding the project team in the content development areas is quite a bit more involved than originally thought. Since the results of the survey will be extremely important in the future operation of RFD, it has been considered essential that sufficient time be taken in preparing a valid and useful design. The results of this survey could well have significance beyond the confine of the RFD project. Therefore, the results will be published nationally and made available to all interested ABE specialists working with rural clients.

In general,I feel we are progressing well.

Boris Frank
Project Director
RFD - Rural Family Development

RURAL FAMILY DEVELOPMENT

A NATIONAL ADULT BASIC EDUCATION DEMONSTRATION PROJECT

MEMO FOR THE RECORD

SUBJECT: RFD Project Report

October 3, 1969

RFD PROJECT REPORT

September 1969

1. PERSONNEL The RFD Project team was completed during the month of September.

Mark McElreath, a graduate student in Journalism at the University of Wisconsin joined the staff as half-time research assistant responsible for the monthly newsletter, special projects reports, promotional materials, and special research assignments.

Marjorie Frank, an undergraduate in Education and experienced in Adult Basic Education content development joins the project half-time as content specialist responsible for development of content units in a variety of fields.

Ida Jeter has been appointed production assistant for RFD. Ida is a graduate student in the Speech Department at the University of Wisconsin specializing in radio and television. She has experience in television production, both here and at the Univ. of Michigan. Her initial responsibilities will be to research the entire adult basic education field and particularly the applications of television and mass media to ABE instruction. She has just completed studying all of the ERIC files and is now concentrating on additional resources through the University of Wisconsin library.

2. Consultants and Advisory Staff

The first Field Advisory staff appointments have been made.

Carol Small of the Iowa and Lafayette County Community Action Program has already met with the project team in Madison and has been most helpful in defining rural adult educational needs and approaches. Carol is also a candidate for the position of field instructor during the second year of the project.

Alun Thomas, director of adult instruction at the Madison Vocational Technical and Adult School has met with the project team several times in his capacity as advisor for Dane County.

George Hartman, Green County Agricultural Agent for University Extension, has also held several meetings with the project team regarding needs in Green County.

Several additional appointments will be made to the Advisory Staff during October and November.

In early September Boris Frank met with potential RFD members through Community Action Program groups in Iowa and Lafayette Counties. In late September several project team members met with rural adults in Dane County Headstart and Food Stamp Programs

The purpose of all these meetings has been to gain information about potential RFD members, their needs, their characteristics, and their life style. All members of the project team have had or will soon have the opportunity to meet with advisory board members and rural citizens either in the field or at regular meetings in Madison.

3. Survey

The Survey Research Lab of University Extension is now completing the detailed client survey. They expect to give us a detailed report in the month of October.

Preliminary results are just beginning to come to us. It is evident that this survey will be of great value in developing relevant content units and identifying those areas of interest that will motivate our intended audience.

4. Content Development

Pilot content units in a variety of areas including use of the telephone, use of the newspaper, looking for a job, using a budget, etc., were started in September. During early October they will be polished for inclusion in the second year funding proposal.

Additional content units will be developed on a pilot basis throughout this project year.

5. Television Pilot materials

The first promotional television spots will be filmed in October. During September the television unit of RFD outlined several different possible approaches to developing member recruitment spots.

The television unit has also been working with the content development unit in adapting content materials to television presentation.

6. Project Team Meetings

Each Wednesday at noon the RFD project team meets to discuss project issues on a regular basis. Outside speakers are invited to attend the project advisory staff members and consultants join the discussions as they can.

We have found these meetings to be extremely useful in sharing information and coordinating all aspects of the project.

7. Client Identification

During the month of September cooperating individuals and agencies in the four county demonstration area have submitted over 400 names of potential RFD members. These individuals are now being contacted regarding possible participation in the RFD survey.

Names of potentially eligible adults are being listed on index cards and filed for future reference.

8. Second Year Proposal

The second year funding proposal is now in preparation for submission to the U.S. Office of Education by November 14th.

It is hoped that some samples of the television promotional units in addition to the home study content units will be available for inclusion in the proposal.

9. RFD Approach

The RFD Project Team has developed a preliminary family unit design to be used in developing content units. A copy of this preliminary design is attached. It should be noted that it is still under active consideration and will be revised as necessary after consultation with field advisory staff.

The project team has also determined that it would be best to refer to RFD as "membership in a continuing adult education course of University Extension." Potential rural adult clients will be invited to "join" RFD. A membership card will be issued and efforts will be made to obtain special discounts at local book stores for card carrying members.

By establishing this membership procedure, it is hoped that the resistence to participating in adult basic education class and the stigma that seems to be attached to this in rural areas will be overcome to a certain extent.

10. Budget

Boris Frank reviewed the budget in detail with Mary Jane Rasmussen. All categories are well within the designated limits.

Official approval was received from the U.S. Office of Education to allocate the $6,754.00 office space budget to purchase a mobile trailer to house the project.

11. Office Procedures and Housekeeping

At present, due to the lack of building space and the fact that the trailer will not be delivered until October 15th, RFD project members are spread throughout WHA-TV's building. Though this is inconvenient, and not as conducive to producing good work as it should be, this emergency situation has been met with good will and some humor, especially when it is noted that we will be in our new home within a few weeks.

A requisition was completed for purchase of a new manual typewriter. RFD business cards were printed for key staff members and are now in use. A sample is attached.

The third RFD Newsletter was printed and distributed to over 1200 individuals and organizations. Copy for the October Newsletter was developed by Mark McElreath in mid-September and submitted to the printer in early October.

12. Project Administration

Boris Frank, Steve Udvari and Helene Aqua will serve as the project administrative team. They meet regularly on Friday to evaluate project activities and progress and set goals for the future.

Several project team members are participating in in-service training projects. Boris Frank is taking a course in "Issues in Adult Education" at the University of Wisconsin. This 3 credit seminar is taught by Professor Wilson Thiede. Helene Aqua will be taking a course in Adult Basic Education taught by Prof. Burt Kreitlow during the first semester of 1969-70.

Now that the project staff is complete, a noticeable increase in activity, of course, is evident. Considering the excellence of the staff, it is becoming increasingly evident that we will not only be meeting the goals that we have set for this year, but we will probably be surpassing them in a substantial way. For instance, it is possible that more content units will be developed during the first project year than had been hoped, meaning we can spend more time in the development of the television units and in insuring high quality of production of all materials.

MEMO FOR THE RECORD

SUBJECT: RFD Project Report

November 18, 1969

RFD PROJECT REPORT

This is a report for the month of October 1969

1. PERSONNEL. Jim Mader, a very popular local Madison television and radio personality who has had extensive experience in presentation of news on the No. 1 Southcentral Wisconsin commercial station, joined the project as special consultant in television. In addition to assisting the project team in development of the news and public affairs format, he will also anchor several pilot programs. Jim owns a farm in rural Iowa County and has an extremely insightful understanding of the problems of the people who will be potential RFD members.

2. CONSULTANTS AND ADVISORY STAFF. On Thursday, October 2, Eldon Schultz and Jean Hinsley of the U.S. Office of Education spent the day with the Project Team evaluating RFD progress to date. The meetings were very useful in assisting the Project Team in pinpointing national needs as they relate to the RFD project.

   On Wednesday, October 22, George Hartman, Green County Agent and project Field Advisory staff member for RFD, met with the Project Team along with the 4-H County Agent from Lafayette County to evaluate the RFD Family Model developed for use in preparation of content materials. With their help the model was refined and included in the second year project grant request.

3. CONTENT DEVELOPMENT. As a dividend to the RFD project, a new approach to the presentation of content material was developed during the month of October. Extremely flexible in its approach, the "Content Center" system has been shown in its preliminary form to U.S. Office of Education officials and Adult Education experts at the University of Wisconsin. Reaction to the new approach has been unanimously favorable and a special project proposal is being written for separate development of a content component for possible national use in other ABE projects. The proposal will be submitted for the November 14th USOE-ABE deadline.

   Using the new technique as a model, additional content units are currently being developed.

4. TELEVISION PILOT MATERIALS. The first television promotional units were filmed during October. Designed to serve as motivational spot announcements to encourage undereducated rural adults to sign up for the project, the film has been processed and is currently being edited by the television staff. Additional units will be produced during November and December.

   Preliminary studio set designs are underway for construction in December.

   A timetable was established for a first studio production of pilot materials by mid-January of 1970.

   The television production team is currently working on outline and scripting of studio presentations.

   Preliminary arrangements were made with George Allez Productions of Madison, a high quality television animator, for preparation of sequences to be used in the news and public affairs format. He is also working on animation of the project Logo and development of several spot announcements to be used in promoting the project. The first sequences will be ready for screening early in January.

5. SECOND YEAR PROPOSAL. The second year funding proposal was completed and submitted for internal University review in time for the U.S. Office of Education deadline of November 14th.

   A home study content unit sample was included in the proposal.

6. NEWSLETTER. The fourth RFD Newsletter was printed and distributed to approximately 1,300 individuals and organizations. In addition, all Congressmen and Senators and Wisconsin State Legislators were placed on the mailing list to receive upcoming RFD Newsletters. They were also sent a copy of Newsletter No. 1 as a general orientation to the project.

7. PROJECT ADVISORY STAFF. A project advisory staff meeting was held on Friday, October 10 to approve the second year proposal. After some minor changes, approval was forthcoming and the proposal was completed for submission to University review.

8. EVALUATION. Final arrangements were made with the Psychometric Laboratory of the University of Wisconsin School of Education for evaluation services. A blanket order of $4,900 was prepared for their services following approval by Jean Hinsley of the U.S. Office of Education.

   Representatives of the Psychometric Lab meet weekly with the Project Team, making evaluation a continuing process of RFD rather than a terminal situation alone.

9. REGIONAL ABE STATE DIRECTORS MEETING. Eldon Schultz of the U.S. Office of Education has informed us that our invitation for hosting of the Spring Regional ABE State Directors Meeting for Region V will be held in Madison in February. Further details will be planned with Eldon Schultz prior to the first of the year. The meeting will include presentation of the RFD project to the group.

10. BUDGET. The October budget review indicated that all categories are well within limits and no problems are perceived for the future.

11. PROJECT ADMINISTRATION. There was further delay in the delivery of the office trailer. The new delivery date is the week of November 16.

An additional electric typewriter was purchased during October and desks and chairs for the trailer were received.

Due to the heavy demand for the Newsletter 3,000 copies of the first issue and 1,000 copies of all other issues were reprinted. Future print orders have been increased by 1,000 copies.

All indications are that the project is moving forward extremely well and that results are meeting or exceeding expectations.

Boris Frank
Project Director
RFD - Rural Family Development

MEMO FOR THE RECORD

SUBJECT: RFD Project Report

December 19, 1969

RFD Project Report

This is a report for the month of November 1969.

1. CONTENT DEVELOPMENT The "Content Centers" curriculum system proposal was submitted to the U.S. Office of Education on the November 14 deadline. The proposal calls for a new three year project, the first year for development and preliminary testing, the second year for national field testing of the concept, the third year for evaluation and report. First year funding of just over $132,000 was requested. Additional content units are being developed and 3 or 4 previously developed units are now being polished for use in the television pilot production scheduled for mid-February.

2. TELEVISION PILOT MATERIALS The first television promotional spot was edited and dubbed to videotape in November. Very general in scope, the spot features Jim Mader in a soft-sell approach to continuing education. The promo was produced in color and it will be kinescoped at a later date for testing purposes.

   A general program format was developed by the project team. The incorporation of curriculum materials in television presentation was discussed. The first format to be tested will be a series of motivational impression "mini-documentaries complementing the content centers curriculum concept. In a half-hour period, as many as 10 or 12 TV units might be presented from a variety of centers. The units would be tied together by Jim Mader, using a rural kitchen as home-base. A great deal of film and animated techniques would be used as well as existing materials that are relevant from other federal, state and national production agencies.

3. SECOND YEAR PROPOSAL The second year proposal was submitted by the deadline date of November 14. Just under $460,000 was requested.

4. NEWSLETTER The fifth RFD Newsletter was printed and distributed. The mailing list now totals approsimately 2200.

5. PROJECT CONSULTANTS On November 5, Eldon Schultz, U.S. Office of Education Director of District V in Chicago, visited the project and assisted in evaluating the Content Centers System. He spent an extremely useful day with us and participated in the discussion of the approach to combining the television programs with the content centers.

   The Content Centers approach was also shown to project consultants in University Extension, resident University departments, and Dr. Barbara Chandler, Jean Hinsley, and Paul Delkert of the U.S. Office of Education. Reaction in all cases was extremely favorable.

6. NAEB CONFERENCE Boris Frank attended the National Association of Educational Broadcasters conference in Washington November 9-12. While there he met with members of the U.S. Office of Education and reviewed project progress to date. The NAEB has been formally approached regarding the possibility of reporting the RFD project to the convention in November 1970.

7. PROJECT ADMINISTRATION RFD Moved into its trailer at the end of November. The facilities are excellent with three private offices, one each for Boris Frank, Steve Udvari and Helene Aqua; two semi-private offices, one being shared by part-time personnel and the other by secretarial and administrative staff.

8. BUDGET A November budget review indicated that all categories are well within limits and no changes or revisions will be required in the future.

9. CLIENT RECRUITMENT The project team addressed itself to the problem of client recruitment and project promotion in November. It was decided that an intensive campaign must be mounted that includes a general appeal to continuing education participation on the part of the potential members as well as to immediate participatiion in the RFD project. The campaign, probably lasting 30 days, will be developed for use just prior to implementation of RFD in January of 1971.

   A variety of techniques will be tested during the next 6 months including the use of animation, film, and live action production techniques. Four preliminary promotional units are now in production and will be ready for evaluation early in 1970

10. EXISTING MATERIALS Helene Aqua has assumed the responsibility of collecting and evaluating existing Adult Basic Education materials as they may relate to the RFD project. She is preparing an annotated bibliography of materials that are considered usable in rural continuing education programs of this type. In addition to being of use to the RFD project team in preparation of materials, this bibliography will be made available to other Adult Basic Education professionals to assist them in utilizing well prepared existing materials. The bibliography will be ready for distribution by the end of the first project year.

11. FIELD OPERATIONS In her role as supervisor of all field operations for the RFD project, Helene Aqua has begun work on development of a field operations model plan to be implemented in the second project year. The plan will include recruitment and retention of RFD members, recruitment and training of the field teaching staff, and continuing development of field advisory staffs.

12. 6 MONTH REPORT Boris Frank prepared a 6 month report for the U.S.Office of Education. At USOE's request it was submitted in late November. In essence, it indicated that all project goals were being met or will be met by the end of the first project year, that no unusual problems have arisen or are anticipated, and that the budget as originally defined will be adequate and will be used in its entirety.

The RFD project is moving along on schedule and all anticipated goals should be met.

MEMO FOR THE RECORD

SUBJECT: RFD PROJECT REPORT

January 12, 1970

RFD PROJECT REPORT

This is a report for the month of December 1969

1. HOUSEKEEPING On December 3 we officially moved into our new home in the Trailer. There are 5 offices in the unit. 3 occupied by Boris Frank, Steve Udvari and Helene Aqua, the 4th by the part-time Content and Television people, and the 5th by the secretarial and administrative staff. The accommodations are extremely comfortable on the whole, though a little bit cold on the fit when the temperature hits 15 below. In general, we are very happy with the setup.

2. PROJECT VISITORS Early in December Mrs. Mae Mittag of the Racine Technical Institute visited the project. She is the Adult Basic Education Supervisor at the school. At our regular Wednesday staff luncheon, Mrs. Mittag explored with us the practical problems faced in daily ABE class work.

3. TELEVISION PROMOTIONAL TAPES AND FILMS On December 4 we videotaped our first studio production for the project--a promotional unit featuring Jim Mader with color film of a farm in the Madison area. This spot is currently being critiqued by the RFD staff and will be shown to consultants as they visit the project. Additional promotional spots are in production and will be completed during February and March.

4. TRIPS Boris Frank attended the Galaxy Educational Conference in Washington December 5-10. On the whole this was not a very useful conference and careful consideration will be given before attending similar functions in the future.

Boris Frank also visited New York City after attending Galaxy, spending several hours with Herbert Moss of Gotham Recording Corporation discussing new technology available to adult education fields. Of special interest was a cassette video slide playback unit to be introduced during the coming year that will allow hundredsof color slides to be shown at the rate of up to 5 per second with associated audio recording track.

After the New York stopover Boris visited the Appalachian Educational Laboratory in Charleston, West Virginia. At the Laboratory they are producing a pre-school television program under a grant from the U.S. Office of Education. The project is very similar to RFD in that they use television and personal teacher visits in the home. They also have a traveling mobile laboratory that enrolled students may visit in special locations on a weekly basis. There are a number of techniques and devices used in the Appalachian project which apply to RFD. This was a most useful day and future contact will be maintained between the two projects.

5. RFD ADVISORY BOARD On December 12 the RFD project Advisory Board met to review accomplishments of the first 6 months of the project. A complete report was presented to the Board by the RFD project team. Reaction to progress to date and projected operations was extremely favorable.

6. TELEVISION PRODUCTION On December 15 the proposed television set, a rural kitchen, was mocked-up in the studio. The Art Department is currently completing detailed designs with the next studio date set for January 15 at which time preliminary videotaping is scheduled. Final set decisions are to be made on February 15 with the completed set to be up and operating by March 15 at which time production will start in the studio.

   Four television WRITERS were assigned to the RFD project to work on television units to be used in the pilot programs. Joan Bleckenstein, Michael Stott, Elliot Silberberg, and Larry Reed will be working with the content specialists and the television staff starting in early January. Complete TV units will be available for use starting March 15.

   The TV staff also decided to employ a network consultant to assist in the development of the TV design. An offer was extended to David Prowitt Executive Producer for National Educational Television, NET Science Editor, and and former staff member of ABS television to come to Madison January 12 and 13 to discuss format design and a possible longterm personal commitment to the project.

7. RESEARCH DESIGN On December 17 a broad research design was discussed at the Wednesday staff luncheon. Anne Cleary of the School of Education Psychometric Lab has requested from the Project Team a detailed list of project goals and expectations upon which she can base her design. A completed project design willbe prepared prior to the end of the first project year.

In addition, a plan was established to test pilot materials in the field under the guidance of the Psychometric Lab. This testing will include both content units and television materials as they are produced. Arrangements will be made with existing Adult Basic Education classes for the testing of these materials through the offices of the Vocational, Technical and Adult Board of the State of Wisconsin.

8. CONSULTANTS Richard Cortright of NAPCAE, J.B. Adair of North Carolina State University and Ted Pinnock of Tuskegee Institute have agreed to serve the project as professional consultants during January and February. Mr. Cortright will be visiting January 19 and 20; Prof. Adair January 29 and 30; Mr. Pinnock February 19 and 20. These visits will be devoted to authenticating and critiquing all aspects of the project to date, especially the content development and television techniques that have been created.

Mr. W.D.Knox, Editor of HOARD'S DAIRYMAN of Fort Atkinson, the leading national dairy publication, has also agreed to serve the project as an unpaid consultant. He will the visit the project January 14. Mr. Knox has served on the President's Rural Advisory Board and is considered one of the leading experts on rural affairs in the United States.

9. PUBLICATIONS The sixth RFD Newsletter was printed and distributed during December.

Preliminary design of the project brochure was approved and sent to the art department for final design. This will be published early in 1970.

A speech suitable for delivery to service clubs and other interested organizations was developed during December with visual materials to be prepared during January.

10. BUDGET A December budget review indicated that all categories were within limits and no changes or revisions are foreseen.

It is estimated that project goals are being achieved at a faster rate than initially anticipated. Therefore, content development and television production will be accelerated during the first several months of 1970.

MEMO FOR THE RECORD

SUBJECT: RFD Project Report

February 26, 1970

RFD PROJECT REPORT

This is a report for the month of January 1970

1. CONSULTANTS January 12 and 13 David Prowitt, Washington correspondent for National Educational Television, visited the Project as Special Consultant for television. A formal arrangement was made with Mr. Prowitt to work in a variety of areas including development of a television program format, creation and execution of a client recruiting promotional system, and contact, signing, and recording of top name stars for the entertainment segments of the program. Mr. Prowitt will work out of New York and Washington and will visit the project periodically.

   Mr. W. D. Knox, editor of Hoard's Dairyman, the leading national dairy magazine in the United States, visited the project January 14 as a special, unpaid consultant. Mr. Knox reviewed our content materials approach. Agreement was reached whereby RFD may use any Hoard's Dairymans materials either published in the magazine or available in their files on a royalty free basis.

   Richard Cortright of NAPSAE, an RFD Project Consultant, visited Madison January 19 and 20. A memo concerning his comments on the project is attached.

   J. B. Adair of North Carolina State University, also an RFD Project Consultant, visited January 29 and 30. His comments are also attached to this report.

   In general, the various project consultants were extremely helpful. A number of excellent suggestions were adopted. On the whole, the project design received their approval.

2. TELEVISION PROMOTIONAL TAPES AND FILMS Still photography was completed for the "Braverman" style promotional piece. This will go on the animation stand toward the end of February and be ready early in March for viewing.

A very complete promotional campaign including suggested television spot materials was submitted by David Prowitt. This proposed campaign has been accepted by the project and will be implemented throughout the year. A copy of the proposed campaign is attached to this report.

3. TELEVISION PROGRAM ANIMATION Preliminary TV program continuity & animation was approved January 13. Finished segments are to be supplied prior to the February 26 17-minute set test in the studio. It was suggested that the animation be scored on the Moog Synthesizer. This work will be assigned early in February.

4. RFD ADVISORY BOARD The Field Advisory Board met in January. A copy of their report is attached of this document.

5. PUBLICATIONS The seventh RFD Newsletter was printed and distributed during January.

   The speech suitable for delivery to service clubs and other interested organizations was completed during January and will be tested at a meeting of WHA-TV's Community Council for Public Television early in February.

6. BUDGET The January budget review indicated that all categories were within limits and no changes or revisions are foreseen.

7. TELEVISION PROGRAM AIR TIMES Preliminary program air times were set with the WHA-TV Program Manager. Times available include Tuesday at 8:30 AM, Monday and Tuesday between 7 & 8 PM., Monday, Wednesday and Friday at 10 or 10:30 PM, Monday through Friday between 3:30 and 7 PM. Specific times will be agreed upon prior to July 1.

8. TV PRODUCTION A rough ten minute studio set test was videotaped January 22. On the basis of this test evaluation the art department and production unit were assigned final set design and construction schedules. A more detailed studio videotape set test will be completed toward the end of February. Pilot program #1 is scheduled for production late in March.

9. PERSONNEL Tom O'Malley, former Extension Librarian now completing his work on his Specialist degree in Library Science at the University, joined the project as Library Specialist. He will develop a complete library component, including field operation procedures, home library plan, and content supplementary material evaluation system for RFD.

10. CONTENT DEVELOPMENT Rough units were started in a variety of content areas. Scope and sequence systems for the computational and communications elements of RFD were selected. The computational system was developed by Mr. Robert Johnson, Wisconsin State Director for Adult Education,in conjunction with the Job Corps. The reading scope and sequence system for RFD has been provided by Wayne Otto and the Research and Developmental Center for Cognitive Learning at the University of Wisconsin.

    As previously indicated, all project goals outlined in the original proposal will either be met or exceeded during the first year of operation.

MEMO FOR THE RECORD

SUBJECT: RFD Project Report

March 4, 1970

RFD PROJECT REPORT

This is a report for the month of February 1970

1. PROJECT CONSULTANTS: Ted Pinnock of Tuskegee Institute visited the project February 19 and 20. As with previous consultants, his recommendations were very much to the point and are being introduced as required. Dr. Pinnock was extremely hopeful that elements of RFD could be introduced as soon as possible in his part of the country. He believes our system may answer many problems that he now faces.

   Television consultant David Prowitt again visited the project. He submitted a proposal for development of a 7-minute soap opera format to be included in each of the television programs. This is now being reviewed and will be considered for inclusion as part of the second year operation.

   Mr. Prowitt has received preliminary answers from three name stars regarding their possible participation in the series. All three have indicated that they would be willing to do some work on RFD. They are Buddy Ebsen, Arthur Godfrey, and Johnny Cash. Additional answers from other name-talent is expected soon. Arrangements will be made to film and videotape their appearances as soon as a full schedule is prepared.

   Dr. Wayne Otto spent the afternoon of February 27 with the project evaluating the content reading design and model. He also evaluated the preliminary content units developed by the writing staff. In general, he approved the process as it has developed.

2. PERSONNEL Reading Specialist Ellen Adler joined the project. She is a graduate student of Prof. Wayne Otto in Education. She will work on development of content units.

   Joan Fleckenstein, a writer, joined the staff and will work in the area of content development and television writing.

With RFD administrative structures becoming increasingly complex, a new administrative chart was prepared. Helene Aqua has been promoted to Associate Project Director for Field Operations and the position of Associate Project Director for Television has been created, to be filled at the moment by Boris Frank. A complete rundown on the new organizational structure is attached to this report.

3. CONTENT DEVELOPMENT A unit of the JOY OF GOOD FOOD was prepared and critiqued during February. Additional units are in production. A very detailed content development schedule was prepared and implemented. A copy of the schedule is attached to this report. It should be noted that approximately 14 content modules will be prepared during the first project year. This is more than double the number originally set as the RFD goal during project year number one.

   To facilitate design of the written modules, an additional artist has been assigned to the project on a full-time basis effective March 27.

4. STATE DIRECTORS MEETING February 10 and 11 the District V ABE State Directors met in Madison as guests of the RFD project. In addition to completing other business, they received a full report on the RFD project.

5. TELEVISION PRODUCTION Film units on First Aid and The Joy of Good Food were produced in anticipation of the February 26 studio set-test production date. Animated continuity materials were also completed for the set-test.

   The 17-minute set-test was videotaped on February 26 to be evaluated during the first week of March in anticipation of the late March pilot production date. All elements of the set worked extremely well. Appearing on the program were Jim Mader as host and guest Lou Berninger of the University of Wisconsin Horticulture Department. In a very rough manner we were able to include materials that would be typical of the RFD program in the future.

   Dan Harris of the University School of Music was assigned to score the animation materials on the Moog Synthesizer. Scoring will be ready March 10.

6. EVR--CBS The Columbia Broadcasting System Electronic Video Recording unit was presented to RFD by the CBS-Motorola sales staff. EVR will be closely watched as a possible hardware distribution system for RFD materials.

7. BUDGET A complete budget review indicated that all categories are within limits and no changes or revisions are foreseen.

   A review specifically pertaining to the personnel portion of the budget was completed with Paul Tierney, Extension Contracts Officer. Again, this review indicated that all categories are within the prescribed limits.

8. TRIPS Associate Project Director Steve Udvari represented RFD at the Cherry Hill conference on content materials. He presented a paper at the conference regarding the RFD contribution to content development.

9. CONTENT CUE SORT A content interest area cue sort was developed for administration to potential and current Adult Basic Education students during the first weeks of March. This cue sort will be used to determine final content areas to be developed by the RFD staff. A content center master list indicating the titles in the cue sort is attached to this report. Thirty-three of these titles will be developed further by RFD following evaluation of the field cue sort.

10. PUBLICATIONS The eighth RFD Newsletter was printed and distributed during February.

    The RFD speech was tested at a meeting of WHA-TV's Community Council for Public Television.Revisions, based on extremely constructive comments from CCPTV members, are under way. The final copy will be ready for use by March 20.

It is anticipated that all project goals will be met or achieved as indicated in the original project proposal.

SUBJECT: RFD Project Report

April 20, 1970

RFD PROJECT REPORT

This is a report for the month of March 1970

1. PROJECT CONSULTANTS: Dr. Wm. Griffith of the University of Chicago visited RFD March 12 and 13. As with other consultants, his suggestions and comments were extremely worthwhile. A complete list of his suggestions and reflections is attached. The majority of these concerns have been acted upon or are in the process of being worked on.

2. The FIELD ADVISORY BOARD met the evening of March 24th. Boris Frank delivered the proposed RFD institutional speech to them for comment. With a few minor reservations, they felt that the speech was well conceived and they encouraged that it be presented to as many organizations in the four county area as possible.

   The board was also asked to review one of the television promotional spots. They felt that it would be useful for one segment of the potential audience but felt that for many it would be too fast paced. With these comments in mind, revisions will be made.

   The board also recommended very strongly that we approach our clients in the recruiting drive in an appeal to their "helping us help others" or "helping RFD develop a national project." We should avoid any indication that RFD is going to "help" them. The do-gooder approach will not work, they are convinced.

   They also suggested that we downplay the involvement of the University and of the Federal government and that we emphasize the Vocational Board participation. A report of their meeting is attached.

   The Field Advisory Board will meet again on Thursday, April 30th.

3. PERSONNEL A full time content writer was selected during the month of March. Janet Laible has had extensive experience in Journalism working on rural papers in northern Illinois and with the Armed Forces Newspaper services in Europe. She has her degree in Journalism and has emphasized feature writing and general news coverage. Mrs. Laible was selected from over 50 applicants who applied to RFD for the job. It will be her responsibility to colloquialize the materials that are being developed and to edit them into readable and interesting form.

   Carol Tortorice replaced Ida Jeter as production assistant for the project. Ida's schedule at the University had become too severe for her to continue. Carol joins RFD as a full time PA effective April 1.

4. CONTENT DEVELOPMENT - Seven modules are in various stages of development at the present time. The Joy of Good Food units are to be field tested in five ABE areas of the state in rough form. It has been decided, however, to field test future materials in final form after printing. It has been determined that it is cheaper to operate in that way and that the field test will be more authoritative and reliable.

   Final arrangements were made with the state printing office to handle composition of the printed material. Printing will be done by the shop under contract to the state printer in Milwaukee. First units will go to the printer in May.

   It has been determined that we will be preparing approximately 350 pages of original material in the content areas. In addition, a great variety of existing materials will be used and distributed to clients. Steve Udvari, in the second week of April, will be spending a week in Washington selecting materials that will be used in this way.

5. TELEVISION PRODUCTION - During March the detailed TV format for the first four programs was set. Pilot production dates have been scheduled for April 13 and 29, May 11, and June 1, 15 and 29.

   Program units were filmed or taped on comparative supermarket shopping and buying insurance in rural communities. The studio set was reviewed on camera and continuity segments tested on videotape. Additional animated continuity devices were produced and are in the hands of the program director. Theme music and opening and closing credits were selected and prepared.

6. TESTING. Mrs. Eunice Bethke, a PHD candidate working with Dr. Wayne Otto, has selected RFD as the vehicle for her thesis. Mrs. Bethke will be preparing pre and post tests specifically prepared for RFD and for ABE clientle. Mrs. Bethke will work closely with Steve Udvari and Helene Aqua as well as with Dr. Otto. She will consult on a continuing basis with Anne Cleary and members of the University Psychometric Lab - RFD's evaluation team.

We have great hopes that Mrs. Bethke will be able to create a new testing system that will be of value to ABE projects throughout the country.

7. HOUSEKEEPING. Library storage space was obtained in a large building one block from the RFD Trailer. The space includes room for all of the RFD printed materials, content units, and handout material, as well as desk and phone space when needed.

   A second manual typewriter was requisitioned in March.

   Two additional offices in the trailer adjoining RFD's will be made available to the project by early June.

8. COOPERATING AGENCIES - Contact was made with Bob Ahrens of the Madison Vocational School Commerce Department regarding their assistance to RFD as the project progresses. They have agreed to cooperate fully and have helped most specifically with an insurance segment that was taped in the studio March 23.

   Meetings were held with the Wisconsin State Employment Service regarding their participation in RFD. They have agreed to cooperate fully and will assist us immediately in filming a segment in Lancaster, Wisconsin. This segment will give a very brief overview of WSES services and also graphically show what a WSES client can expect when he comes in for an initial screening interview. The segment will be 5-6 minutes in length.

9. BUDGET - A complete budget review was held. We are well within limits and assignments were made to various department heads regarding expenditures that they can make between now and the end of June. It is anticipated that the full amount of the grant will be committed as originally expected.

10. CONTENT CUE SORT - In March almost 100 cue sorts were administered and coded. Final report is due in mid-April. On the basis of this final report and the field survey, the content center modules will be designated. A full report outlining the procedures followed in the cue sort and the results that were obtained will be prepared and distributed widely. The findings, at least on a preliminary basis, are extremely revealing. In general, the areas involving money and the handling of money are those that interest the clients the most. Self improvement, especially in the areas of communication -- reading, writing, vocabulary, etc., also rate extremely high.

11. PUBLICATIONS - The ninth RFD Newsletter was printed and distributed during March.

12. TRIPS - Associate Project Director, Helene Aqua, attended the T.E.S.O.L. Convention in San Francisco in March.

SUBJECT: RFD Project Report

May 29, 1970

This is a report for the month of April 1970

1. PERSONNEL - Janet Laible joined the staff April 1 as full time Content Development Specialist.

   Susan Caldwell joined the RFD staff as full time Graphic Artist to assist John Glaeser.

   Joan Fleckenstein will continue content development duties through June. Effective July 1 she will work primarily in television writing and development.

2. TRIPS - Boris Frank attended the Rural Vocational Educational Institute at Auburn University April 5 through 10.

   Joan Fleckenstein and Mark McElreath attended the Milwaukee Conference on Counseling.

   Boris Frank served as consultant to the University of Maryland ABE-TV Teacher Training Project scheduled for this summer.

3. CONTENT DEVELOPMENT - The content field Q sort was completed and tabulated during April. An item analysis of the completed sort is attached.

   The RFD presentation system, with basic program content designations, was specified. A copy of this one page system designation is attached.

   The content development staff is preparing a module development priority list. This is in a preliminary stage, to be revised as development continues.

   Raw data obtained from the Q sort has been submitted to the RFD evaluation team of the Psychometric Lab for further evaluation.

4. TELEVISION - Pilot program #1 was taped on April 13. Pilot #2 was produced April 29. Both of these programs were developed in the magazine format with major segments averaging no longer than 5 minutes. Initial reaction from all who have seen the pilots is extremely good. Program #1 was seen and received favorably by the RFD advisory board on April 21.

The Oscar Mayer Company is assisting RFD in the production of two segments - one on simple and inexpensive meals and the other on grade and yield hog buying for farmers.

Program air times have been tentatively scheduled for the January 1971 starting date:

8:30 AM Monday
6:30 PM Tuesday
2:30 PM Wednesday
9:30 PM Thursday

Each program will be aired at all of these times.

Pre-planning was completed for pilot programs through number 4. Film segments were shot at several locations including a piece on the Wisconsin State Employment Service at Lancaster, the Office that services Iowa and Lafayette Counties.

5. SURVEY - The Wisconsin Survey Research Lab study of the four county project area was completed and submitted to the project. A copy is attached. This survey involved 15 respondents from each county - a total of 60 respondents in all. Correlation between the Q sort and the survey is underway with further contentdevelopment decisions to be determined on the basis of the results of the correlation.

6. CONSULTANTS - David Prowitt attended the April 29 production date of pilot program #2

   During a visit to Tallahassee Florida, Boris Kreitlow of the Content Development staff, Professor Burton Kreitlow and Charlotte Martin of the RFD Advisory Board met with Prof. Ed Smith of the University of Florida regarding content development. They recommended to the Project Director that Dr. Smith be engaged as a consultant to assist in materials preparation. It was agreed that Steve Udvari would visit Prof. Smith in Florida on May 6. Professor Smith will visit the RFD project in Madison June 15 and 16.

   Eldon Schultz of the U.S. Office of Education in Chicago visited RFD April 17. He screened pilot program #1 and reviewed content development materials. As always, his visit and recommendations were extremely valuable to the project.

7. ADVISORY BOARD - The RFD Advisory Board met April 21. In addition to screening the first pilot program, they reviewed content development to date. There was general approval of the detailed plans.

   The Advisory Board recommended that supervisory field teachers be licensed and degreed if at all possible. If this is impossible, their qualifications should be comparable and carefully checked prior to commitment.

The Board recommended very strongly that pre-testing and testing during project operation be handled very carefully. Testing could turn off clients faster than anything else. Anne Cleary of the Psychometric Lab will recommend non-threatening testing vehicles and techniques.

The Field Advisory Board met on the evening of April 30. They reviewed content development systems to date and worked with the project team in developing plans for the coming months.

8. PROMOTION AND RECRUITMENT - Booth space has been rented at the County Fairs in Lafayette, Iowa, Dane and Green Counties. A special display is now in preparation to be used at these Fairs and the booths will be manned at all times. Jim Mader, RFD's television Host, will make personal appearances at each of the Fairs. Initial efforts at client recruitment will take place.

9. PUBLICATIONS - The tenth RFD Newsletter was printed and distributed during April.

10. BUDGET - A complete budget review was held. All categories are within designated limits and no further changes are anticipated.

11. INTERAGENCY COOPERATION - The Research and Development Center for Cognitive Learning on the University of Wisconsin campus met with the RFD staff and requested assistance in the preparation of a RIGHT TO READ proposal being submitted to the Office of Education. RFD has agreed to assist in development of the project if the R & D Center obtains the requested grant.

12. VISITORS - Dr. Thomas J. Aylward of the University of Maryland visited RFD. He is coordinator of the ABE-TV Teacher Training Institute to be held at the University of Maryland this coming summer. The RFD staff assisted Dr. Aylward in developing plans for the Institute.

RFD

SUBJECT: RFD Project Report

This is a report for the month of May 1970

1. PERSONNEL - Helene Aqua resigned her position as Associate Project Director for Field Operations effective June 30th. Interviews have been set for the first week in June to select a successor.

   Robert Johnson has agreed, subject to the approval of the State Vocational Board, to handle the computational component of the RFD curriculum. He will assist the project on a part-time basis, designing the entire program and prescribing the materials for the teaching staff.

   Mrs. Lorraine Cretney, a long time resident of the RFD four county area, and an experienced teacher of adults, has been employed effective September 1 as Field Supervisor for Dane County.

Naomi Baer, a student in education at the University of Wisconsin was selected as one of the para-professional home visitors for Dane County, also effective September 1. Naomi comes from a farm background and is extremely familiar with the adults to be served by RFD. She is experienced in working with adults in educational programs and comes highly recommended by the Madison Area Technical College.

Ellen Adler continues on the RFD staff as half-time content specialist through August. She will be responsible during the summer for evaluating existing content materials and their application to the RFD program.

Joan Fleckenstein moves to full-time status as television writer effective June 1.

Susan Noble goes on full-time status as television writer effective July 1.

Mrs. Alice Blumer was selected as content specialist and content writer effective August 1. She is an experienced adult materials writer.

Mark McElreath goes to full-time status for the summer effective June 1.

Due to the press of other business Bouri Flesch has resigned as half-time content specialist effective May 31.

Karen Hildebrand joins the project half-time for the summer effective June 1 as library specialist. She will assist in developing the RFD content library and materials system.

Over 1200 professional people in the four county RFD area have been contacted regarding the availability of field supervisor and para-professional home study positions available on the project. They have been asked to nominate candidates for these positions.

2. TRIPS - Boris Frank briefed the staff of Deputy Assistant Secretary of Health, Education and Welfare Sidney Gardner regarding the RFD project. Pilot TV program #3 was screened in Washington for members of Secretary Gardner's staff and for U.S. Office of Education project officers.

   Boris Frank met with Mr. Pat Morgan, television director of the U.S. Dept. of Agriculture regarding assistance USDA can provide the project. USDA will supply television clips and special scripts that can be used in the programs. Mr. Morgan and members of his staff were extremely enthusiastic about the RFD project and have promised extensive assistance in supplying materials to the program.

   Boris Frank met with John Hutchinson and Erv Eitreim of the Office of Economic Opportunity regarding the possibility of extending the RFD design to OEO programs. RFD has been asked to submit a formal proposal to OEO by June 1. OEO and USOE will work closely together in developing a unified program.

3. CONTENT DEVELOPMENT - A conference was held with Betty Elliott of the Department of Home Economics at which time a detailed review and coordination plan was developed to insure involvement of home economics in content development. Home Economics has agreed to help verify the authenticity of RFD materials.

   A series of meetings were held with the state printer. Printing, estimates were received by the project and initial funds deposited in the appropriate state accounts. Preliminary schedules for printing of special RFD materials have been set.

   The final RFD content center curriculum system has been established. A copy is attached.

   Existing ABE materials are being evaluated and placed in the RFD Content Centers for use in field operations. As they are prepared, new units and modules developed by the RFD content staff will be replacing existing materials. Wherever possible we hope to use original materials. However, appropriate existing materials must and will be used in the RFD program.

The library of existing materials is being established under the supervision of Tom O'Malley. Marjorie Frank will be gathering and evaluating materials on the West Coast and in the Detroit area over the summer. Ellen Adler will coordinate materials evaluation in Madison. Karen Hildebrand will be responsible for cataloging and filing materials in the center.

It is interesting to note, in the attached memorandum from Steve Udvari to the RFD staff dated May 22, the similarity between RFD content module designations and the Oklahoma FIC project underway at the Oklahoma Center for Continuing Education.

4. TELEVISION - Pilot program #3 was produced on May 11.

   Program #4, to be produced June 1, was planned in detail. Film segments for program #4 were produced during May.

   Bob Leu has been selected to attend the University of Maryland ABE-TV Training Institute this summer. He will join an ABE specialist from the State Vocational Board and work with him on a team basis.

5. VISITORS - Mrs. Thelma Orr, an Adult Basic Education Supervisor from Georgia visited the project under the auspices of the Appalachian Adult Basic Education Demonstration Center. During her two day visit, she was briefed in detail on the role and objectives of RFD.

6. BUDGET - Detailed budget reviews indicated that all items are within specified limits and that the full amount of the first year grant will be obligated by June 30th.

   Revised second year budget estimates were approved by Extension and Television Center Administration. This was submitted to the U.S. Office of Education reflecting the anticipated $375,000 grant award.

7. PUBLICATIONS - The descriptive RFD professional brochure was completed and sent to the printer.

   The display to be used at the County Fairs for recruiting and public information design was approved. It is now under construction and will be completed by early July.

   Imprinted yardsticks and sample content materials are being prepared as giveaways at the Fairs.

   Continuing Education Magazine has accepted for reprint the "Growing Pains" article published in the RFD Newsletter. Publication is expected in the Fall.

   A standard phrase describing the RFD program has been approved: "RFD is information and action for adults." This will be used on all publications and printed materials distributed by RFD.

   The eleventh RFD Newsletter was printed and distributed during May.

RFD

SUBJECT: RFD Project Report

July 7, 1970

This is a report for the month of June, 1970

1. PERSONNEL - Three candidates were interviewed for the position of Associate Project Director for Field Operations. Vincent Amanna, associated for a number of years with the University of Colorado, will be joining RFD August 14th in this capacity. He comes to RFD with extensive experience in administering Adult Education and ABE projects.

   Jim Santulli will handle cinematography for RFD. Plans are underway to complete a number of filmed units during the summer, prior to full scale production in October.

Second year personnel appointments were approved and formal letters sent to the appropriate staff members:

Boris Frank, Project Director
Steve Udvari, Associate Project Director for Research and Development
Vincent Amanna, Associate Project Director for Field Operations
Janet Laible, Content Specialist
Tom O'Malley, Library Coordinator for the months of June and July
Marjorie Frank, 3/5 time Content Specialist,July through Jan.
Alice Blumer, Content Specialist,August through January
Al Hinderstein, 1/4 time Television Director,July through Apr.
Bob Leu, full_time Television Director,July through April
Susan Noble, full_time Television Writer,July through April
Joan Fleckenstein, Television Writer full_time,July through April
Carol Tortorice, full-time Production Assistant,July through June
Alice Small, full_time Administrative Secretary,July through June
Wanda Godshall, part_time Secretary-Typist, July through June
Mark McElreath, full-time Research Assistant and Promotional Publicity Director, July and August; half_time in the same position, September through June.

Jim Mader, Television Host
Mary Jane Rasmussen, half-time, Administrative Assistant, July through June
John Glaeser, full-time Graphics Designer, July through June
Susan Caldwell full-time Artist, July through December
Ellen Burleigh, full-time Artist, July through December
Lorraine Cretney, full-time Field Supervisor, September through June
Naomi Baer, part-time Home-Visitor, September through June

2. TRIPS - Helene Aqua visited several ABE projects in Philadelphia including Project Armchair. She reviewed materials they are now using and their possible application to the RFD project.

Boris Frank met with the administrative staff and evaluation team of the Appalachian Adult Basic Education Demonstration Center at the University of Michigan at Ann Arbor. A number of ideas were exchanged and mutual interests discussed. It was agreed that the two projects would work closely together in the future and that the RFD project design would be tested through the AABEDC pending OEO approval of the RFD Extension proposal.

Boris Frank visited Tuskegee Institute and Auburn University June 17, 18 and 19th. The implications of RFD to the South were discussed and arrangements made to test the RFD system through Tuskegee Institute if the OEO project is approved. The Alabama State Television Network, through their facilities at Auburn University, has agreed to produce the television component of the test. As in the case of AABEDC, the Human Resource Development Center at Tuskegee has agreed to work closely with RFD in the future on all aspects of Adult Basic Education.

Boris Frank visited the Southwest corner of the project area. Discussions were held with a number of residents of the area regarding the RFD design. Reaction was excellent. Residents indicated they are looking forward to watching the programs and participating in the project.

Steve Udvari and Boris Frank visited the Minneapolis Public School system Adult Basic Education program on June 24th. This traditional project, utilizing existing materials almost exclusively, was extremely helpful in identifying useful materials that can be used in the RFD project. The administrators of the Minneapolis program suggested a number of items that they had found to be successful and that they feel would be of use in RFD.

3. TELEVISION - Pilot TV programs #4, 5 and 6 were produced during June. These programs, in addition to programs 1, 2, and 3 will be extensively field tested in the four county project area. On the basis of the test and evaluation of the techniques used, the final program format will be selected for start of production in October.

4. PRINTING AND PUBLICATIONS - The design for the RFD poster to be used as part of the professional information packet and for field recruiting in the four county area was approved and sent to the printer. The client information handbill, explaining the project, to be used in recruiting, was approved and sent to the printer. This will be distributed initially at the County Fairs in July.

   Preliminary material for preparation of the first year project report was submitted by the RFD staff. This report will be developed during July and printed in August.

   The "hard facts" pamphlet, spelling out statistics concerning RFD clients in the project area, was prepared, approved, and sent to the printer.

   The 12th RFD Newsletter was printed and distributed during June.

5. BUDGET - A complete budget review covering first year operations was completed. As anticipated, all categories were within prescribed limits and close to the full amount of the grant was obligated prior to July 1.

   The U.S. Office of Education confirmed the second year grant award of $375,000 effective July 1, 1970. Budget revision previously approved were instituted on the first of July.

6. FAIRS - Claron Burnett of University Extension briefed the RFD staff on methods of operation at the County Fairs to be attended by the project. He made a number of excellent suggestions based on his extensive experience in operating booths at fairs.

7. RFD PROJECT PRESENTATION - The RFD design and a sample television program was presented to the WHA-TV staff on June 22nd.

   Boris Frank spoke to Madison West Rotary regarding the project on June 25th.

   Additional meetings have been scheduled in July and August for presentation of the RFD design to a variety of University, State and area organizations and departments.

8. PROMOTION AND PUBLICITY - Mark McElreath will prepare a detailed promotion and publicity campaign to recruit potential students and to inform the public of RFD activities. This will be completed by September 1.

9. ADVISORY BOARDS - The Field Advisory Board met May 27th, reviewed pilot program #3 and the content materials under development. They approved the TV program format and the planned printed materials concepts. They also assisted in the planning of pilot program #5 content. They supported the general design of the project to date.

   Father Ernest K. St. John, Director of the Dane County Community Action Commission, has been invited to join the RFD professional Advisory Board. RFD and CAC will be working very closely together in the future. Boris Frank will be serving on the CAC rural outreach board of directors.

10. OEO PROPOSAL - As indicated earlier in this report, a proposal is being developed in association with the Madison Community Action Commission and the U.S. Office of Education for Office of Economic Opportunity underwriting of an extended project to test the RFD design in a variety of areas in the United States. Tuskegee Institute, Tuskegee, Alabama; Morehead State University, Morehead, Kentucky; and the University of Wisconsin will cooperate in testing this program. Components will be developed in the South through Tuskegee, in Appalachia through Morehead, in the Upper Great Lakes area for rural Indians and in the Southwest for migrants. The proposal was completed May 29th, approved by the appropriate State University and Community Action Agency Administrators, and submitted to OEO.

Part XII

RFD

"RURAL FAMILY DEVELOPMENT"

First Year Report, June 1970

MONTHLY NEWSLETTERS

RFD/WHA-TV

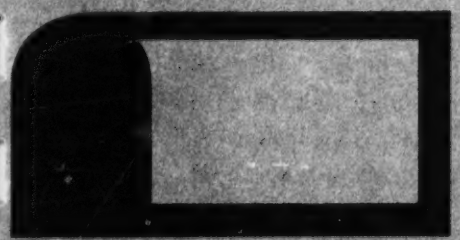
UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

U.S.O.E. GRANT #OEG-0-70-4564

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

NEWSLETTER

JULY 1969



RFD

RURAL FAMILY DEVELOPMENT

UNIVERSITY EXTENSION
The University of Wisconsin

ELEVISION CENTER

21 WHA-TV

NEW RURAL ADULT BASIC EDUCATION PROJECT UNDERWAY AT UNIVERSITY OF WISCONSIN

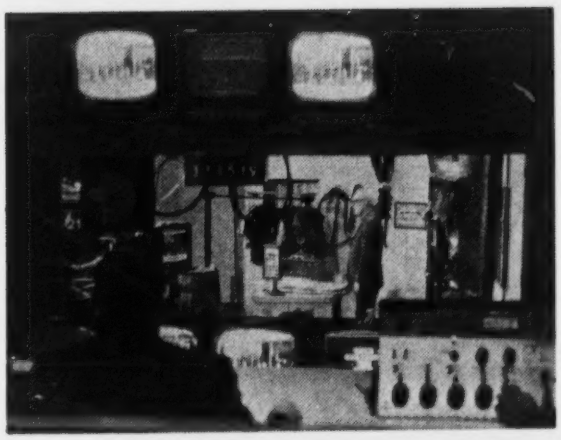
WHA-TV, The University of Wisconsin Television Center, will direct an innovative three-year rural adult basic education demonstration and research project in four South-Central Wisconsin counties.

Funded by The Division of Adult Education Programs of the U.S. Office of Education under the provisions of Title III of the Adult Education Act of 1966, RFD – Rural Family Development – will utilize televised units, individualized home-study instruction techniques, and a personalized home-contact teacher-aide plan to reach adults in Iowa, Green, Lafayette, and Dane counties.

In close cooperation with area Vocational, Technical, and Adult School districts, University Extension county agents and other state, county, and local professionals working with rural adults, the project will offer a highly individualized home-based course for undereducated adults.

By combining proven elements of televised instruction, home study, and individualized instruction, The University of Wisconsin will demonstrate and evaluate a new approach to meeting adult basic education needs in rural communities.

THE ELEMENTS OF RFD

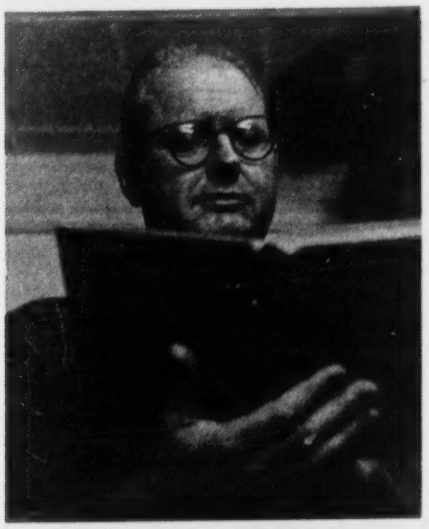


TELEVISED LESSONS

It will be the role of the television lessons to introduce basic educational concepts of importance to the entire student group and to motivate the audience prior to the programmed variable speed home-study phase of instruction.

Present plans call for production of up to 52 half-hour programs to be aired over a 4½-month period.

Telecast times will be varied to accommodate as many different home situations as possible. Each program in the series to be aired several times over a period of two days. This will afford students optional viewing times and make-up viewing opportunities when other activities interfere.



HOME STUDY

Independent study, self-pacing, non-graded materials will be prepared by the Project Team and distributed to the "home-study" students. These materials will allow each student to proceed at his own pace. Home-study units will be designed to enable the slow learner to attain minimum proficiency levels while the rapid learner will have available enough advanced material to proceed well beyond the minimum acceptable level.

In addition to conventional printed materials, a variety of audiovisual techniques now used in home-study courses by University of Wisconsin Extension will be used including tape recordings, slide presentations, and inward dial telephone response.

Home-study units will be especially designed to complement and expand upon the basic general study concepts provided in the televised programs.

CONTACTS AND VISITS

At least once each week individual learners will be visited by the home-study aide. These contacts will:

- develop a personal relationship with the student not usually possible in televised home-study instruction;
- motivate students on a personal basis;
- provide opportunities to resolve problems raised in television or home-study lessons, answer questions, etc.;
- offer the opportunity to counsel students in person with regard to further study, advancement, placement, etc.;
- enable the instructor to personally evaluate progress;
- enable the Project Team to evaluate the quality of instruction and value of the overall project.

FIRST ISSUE OF RFD NEWSLETTER

This is the first issue of the RFD—Rural Family Development—newsletter that will be published monthly throughout the duration of the project. If you know of anyone who should be placed on the mailing list or if you want additional copies for your own purposes, please drop us a line and we will see to it that they are sent out.

We would also welcome your comments and suggestions regarding the RFD project. If you know of any materials that might be of use to us or if we can be of service to you in any special way, please let us know.

And, of course, we hope you will be able to visit our project headquarters in Madison when you are in the area.

INFORMATION NEEDED

RFD is looking for all available studies on rural adults. Of special interest are surveys of personal and family needs and goals, motivational factors, aptitude and achievement patterns, and behavior, mobility, and educational studies.

If you have completed or are aware of any such research, please let us know.

Rural Family Development, WHA-TV
3313 University Avenue
Madison, Wisconsin 53705

WHA-TV WINS "EMMY," NET HONORS

Pretty Soon Runs Out, a program produced by RFD Grantee WHA-TV on the plight of urban relocation victims, won the 1968-69 station award from the National Academy of Television Arts and Sciences.

Charles B. (Bud) Wilkinson, advisor and consultant to President Richard M. Nixon in a range of subject areas, including urban affairs, presented the award, an "Emmy" statuette, at the television assembly of the National Association of Broadcasters annual convention in Washington, D.C.

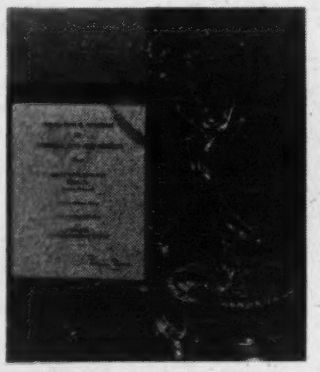
This is the first time in the six-year history of the station award that it has gone to a public television station. WHA-TV is also the first Wisconsin station to win an Emmy. More than 90 programs from 100 public and commercial TV stations throughout the country competed for the award.

The program was a 2½-hour combination documentary film and studio confrontation which featured citizens and government officials talking about relocation in the face of urban renewal and housing conditions in the inner city of Milwaukee. The film was produced by WHA-TV for the week-long series, ***The Inner Core: City Within a City.***

The broadcasts were designed to acquaint Wisconsin residents with conditions and attitudes of the state's Negro community. Most of Wisconsin's blacks live in Milwaukee and the majority of those 90,000 live in a ghetto-like neighborhood on the near north side called the "inner core" or "inner city."

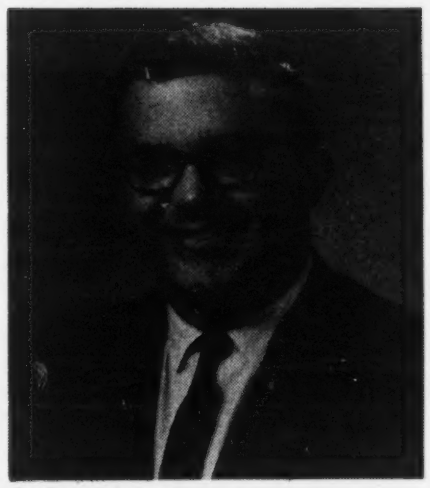
Another WHA-TV program, the last in the Inner Core week series, called ***The New Generation and the Establishment,*** won a regional honor for the second annual special citation from the Academy. The citation honors that station "which develops innovative programming to enhance the lives of dis advantaged young people, motivates them to make the most of their opportunities, or which fosters frank dialog and effective cooperation in the interest of community ability."

The Inner Core: City Within a City also received National Educational Television's highest honor, the 1968 Distinguished Service Award for a total television project.



National Emmy Statuette and preliminary regional plaque awarded WHA-TV for Milwaukee Inner Core series

WHO'S WHO AT RFD

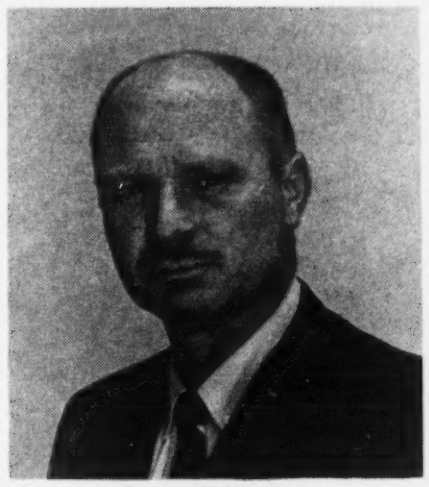


Project Director

Boris Frank brings 15 years of television experience to RFD. Starting as a cameraman at Madison, Wisconsin's WMTV, he has produced programs at NBC, was Executive Assistant to David Susskind, and worked extensively in international television station management at Screen Gems and Bartell Media before joining The University of Wisconsin Television Center five years ago.

Boris spent three years in Haiti and Curacao establishing and managing television stations for those countries. He also completed a two-year hitch in the Army, serving as Officer in Charge of the Radio-TV-Film Section of the Army Recruiting Service in the Pentagon.

A graduate of The University of Wisconsin, Boris is married, has a 14-year-old daughter and twin 11-year-olds (boy and girl). He is a Cubmaster, a member of the Wisconsin Cancer Society advisory committee, a Madison Rotarian, and president of his church.



Associate Project Director

Steve Udvari received undergraduate and graduate degrees and certification in education and communications from Indiana State University, Columbia University, and California State University.

A member of University of Wisconsin Extension since 1965, Steve most recently completed a three-year term as Director of Instruction of the McCoy Job Corps Center in Sparta, Wisconsin. He has extensive experience in adult, secondary and primary education as a teacher, principal, consultant, and content development specialist.

He is a member of Phi Delta Kappa and has published a number of articles and books in the field of special education, the most recent being, ***Introduction to a New Approach to the Curriculum Design Process.***

Steve will be responsible for all content development, implementation, and evaluation functions for RFD.

RFD PROJECT ADVISORY BOARD

Thomas G. Cook,	Assistant to the Chancellor, Program Development, University of Wisconsin Extension
Donald Duxbury,	Assistant Professor, Center for Community Leadership Development, University of Wisconsin Extension
Jack Ferver,	Director, Center for Extension Programs in Education, University Extension
Francis Johnson,	Director, Independent Study, University Extension
Robert Johnson,	Supervisor, General Education, Wisconsin Board of Vocational, Technical, and Adult Education
Charlotte Martin,	Supervisor, Adult Basic Education, Wisconsin Board of Vocational, Technical, and Adult Education
Robert E. Najem,	Director, Research, Design, and Evaluation Team, University of Wisconsin Extension

SOME FACTS AND FIGURES

"An affluent, primarily urban society tends to overlook the problem of poverty in its rural areas. Yet nationwide, 4.4 million of the 9.7 million families with net cash incomes under $3,000 in the most recent studies available were rural families. One-third of the rural poor families were on farms; two-thirds were rural, non-farm residents. The rural families, who comprised 29% of the total population, made up a disproportionately large 46% of the nation's poor families. In comparison, although 71% of all U.S. families were urban, they made up only 56% of all poor families. In Wisconsin and many other states the rural poor are whites, contrary to the impression held by many that America's rural poor are mostly Southern Negroes.

"In the nation, 7.7% of all urban white families lived in destitution, i.e., had incomes under $2,000 a year. The same was true of 15.7% of the rural white non-farm families and 28.6% of the rural white farm families. Wisconsin was a little better off with 6.4% of all its families in destitution compared to 13.4% of its rural families and 22.4% of its farm families. This situation has not changed materially since 1960 and the poor family remains a problem for the nation and the state.

"Low income families around Madison are among the 'invisible poor.' They are not concentrated in pockets of poverty like the poor in Appalachia and some other parts of the country. Dispersal reduces their salience, makes communication between and with them difficult and creates problems for programs that attempt to involve them in community action to combat poverty.

"The problems of these low income families are not solely financial. They experience a wide range of personal and family problems that are intensified by the stresses accompanying low incomes. Some manage these stresses quite well and could leave everything associated with poverty behind tomorrow, if they had enough money. Others are enmeshed in poverty and everything associated with it. In the latter cases, however, even modest income increments could help them live a very different life."

From ***Locked in Poverty***
by Charles T. O'Reilly
University of Wisconsin
School of Social Work

UNIVERSITY EXTENSION
The University of Wisconsin
TELEVISION CENTER

RFD
RURAL FAMILY DEVELOPMENT
21 WHA-TV

3313 UNIVERSITY AVENUE
MADISON, WISCONSIN 53705

AREA CODE 608 262-9921

RFD
RURAL FAMILY DEVELOPMENT
WHA-TV
3313 UNIVERSITY AVENUE
MADISON, WISCONSIN 53706

WHAT HAPPENED IN JUNE

- Project Director *Boris Frank* and Associate Project Director *Steve Udvari* established offices at the University Television Center.
- *Boris Frank* and *Steve Udvari* attended the Special Projects conference at North Carolina State University, Raleigh.
- *Alice Small* appointed Project Administrative Secretary effective July 1.
- *Sue Noble* appointed Television Writer effective September 1.

WHAT'S HAPPENING IN JULY

- Staff appointments in Content Specialist areas.
- Orientation meetings with county professionals working in adult education and service.
- Identification of client group. Survey of needs, development of client profile.
- Survey of existing rural adult basic education materials.
- Appointment of county professional advisory committees, client advisory committees.

NEWSLETTER

AUGUST 1969

Dodgeville Before the Turn of the Century

IOWA COUNTY MEETING HELD

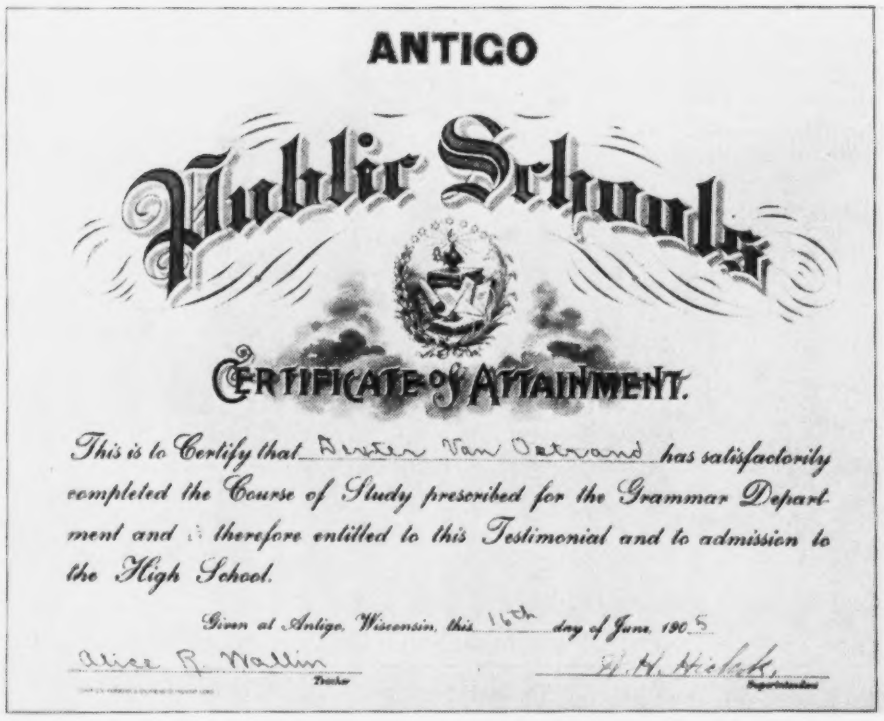
On July 24th the first county-wide meeting of professionals working with adults in the RFD coverage area was held in the Iowa County Courthouse in Dodgeville.

Designed to enlist the aid of county organizations in achieving RFD project goals, the meeting was attended by clergymen, educators, Community Action Program leaders, county supervisors, welfare directors, town mayors and chairmen, health authorities, and county extension agents.

Similar organizational meetings were held in the other RFD counties in early August... Green County at the Agricultural Building in Monroe on August 7th; Dane County in the County Board room of the City-County Building in Madison on August 11th; and the Lafayette County meeting in the County Courthouse in Darlington on August 12th.

Participants were asked to assist the RFD Project Team in identifying potential clients and their needs.

Following the meetings, a professional advisory group will be formed in each county and a client advisory board will be selected.



ANTIGO

Public Schools

CERTIFICATE of ATTAINMENT.

This is to Certify that Austen Van Ostrand *has satisfactorily completed the Course of Study prescribed for the Grammar Department and is therefore entitled to this Testimonial and to admission to the High School.*

Given at Antigo, Wisconsin, this 16th *day of June, 190*5

Alice R. Wallin
Teacher

H. H. Hicks
Superintendent

RFD COVERAGE AREA

In the proposed four-county demonstration area, more than 16,000 adults over 25 years of age have not completed eighth grade education levels:

NUMBER OF SCHOOL YEARS COMPLETED BY PERSONS 25 YEARS OLD AND OVER

	NONE	1 – 4	5 – 7
Dane	470	2,241	8,361
Iowa	60	278	1,231
Green	103	416	1,619
Lafayette	43	218	1,265

And over 11,000 families in the four-county area are classified in the poverty category:

FAMILIES UNDER $3,000 ANNUAL INCOME

	No. of Families	% of Total Population
Dane	6736	12.8
Iowa	1681	36
Green	1564	23.8
Lafayette	1390	31,4

FROM THE RFD GUIDELINES

The 1967 Report of the President's National Advisory Commission on Rural Poverty recommended:

> "That the Federal and State governments step up present efforts to eliminate illiteracy and increase the level of general education among adults, and that other institutions and agencies serving rural people, such as churches, community organizations, business organizations, labor unions, Cooperative Extension Service, and agricultural agencies, be enlisted in support of these programs.

An effective adult educational effort on a wider scale is a necessary base for training and retraining rural people for specific jobs. Job training and retraining on a greatly expanded scale is one of the more pressing needs of low income rural people.

The educational needs of many rural families must be met on a continuing basis. Those that have been neglected in the past, however, must be given extra attention. Specifically, the Cooperative Extension Service which is the educational arm of the U. S. Department of Agriculture and the land-grant universities must have its mission clearly identified with the problems of low income rural families."

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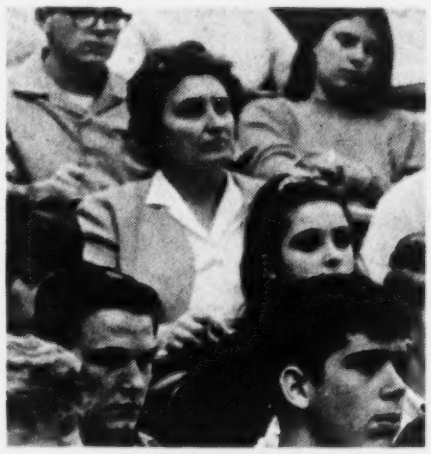
ADULT LEARNING CHARACTERISTICS■

Generally speaking, the adult differs from the child in experience, life style, and in physical requirements for learning. The fact that the adult student is as old as (often older than) the teacher means that he brings as much or more experience to the classroom as the teacher does.

It means, too, that he comes back to the school room with, at worst, a sense of past failure or, at best, the feeling of being an alien in a world he is no longer accustomed to.

The mature student's personality, habits, attitudes, and interests have solidified to a greater extent than those of a child. This makes him, on the one hand, more rigid and unreceptive to change. On the other hand, it means he knows better what he wants and expects from his education. And, unlike a child, he has the freedom to discontinue it at any time.



While school is the child's only serious occupation, it is a part-time endeavor for the adult who spends most of his time, thought, and energy on other daytime pursuits. External circumstances and distractions therefore weigh far more heavily on the adult student than on the child.

The physical deficiencies of adults are not as significant to the learning process as they have often been made to appear. However, the fact remains that adults—for physical and psychological reasons—require more of the creature comforts in the classroom than children do.

Although children sometimes come to class with negative attitudes about school, the adult brings with him a different set of negative attitudes about education. More than likely, the popular notion that "You can't teach an old dog new tricks" has given him many anxious moments. Our society's overemphasis on the glories of youth and the horrors of aging do not add to the student's confidence, either. And lastly, in spite of the boom in continuing education, the old myth that school is for children still persists in the minds of many. The disadvantaged person adds one more dimension to that myth: he often believes school is an *undesirable* experience for children.

WHO'S WHO AT RFD

Alice Small, RFD Administrative Secretary, has served as Office Manager and Administrative Secretary for the University Television Center since 1964. Prior to joining WHA-TV, Alice was on the staff of the Department of Integrated Liberal Studies of The University of Wisconsin.

Alice has three children including a married daughter. Her favorite recreation is bowling in one of Madison's top leagues where she holds down a 165 average.

Television Writer ***Sue Noble*** is presently completing work on her Master's at The University of Wisconsin. Sue has a long list of professional production and writing credits from ABC Television News where she worked on the Frank Reynolds Report team; from the Canadian Broadcasting Corporation in Toronto; and from radio and TV stations in her native Vermont.

For the past year Sue has been writing for WHA-TV productions on a regular basis.

THE GOALS OF ADULT BASIC EDUCATION

- Teaching basic skills of computation and communication as a tool for acquiring other skills.
- Helping the individual understand and cope with the demands of the world of work, so he can increase his chances of becoming and remaining employable.
- Helping the individual understand the duties and responsibilities, as well as the privileges, of citizenship.
- Helping the individual develop a new self-image, and to enable him to make sound judgments in his roles as worker, parent, citizen, and consumer.
- Helping the individual become a more effective member of a family unit.
- Helping the individual to use his leisure time for a richer, more satisfying life.

■ From *Teaching the Disadvantaged Adult*
By Curtis Ulmer, Ed.D., University of Georgia

Place Stamp Here

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WE NEED YOUR HELP

The RFD project poses some unique questions in reference to determining individual needs and motivation of the rural undereducated adult. Indications are that identification of these specific needs in the four-county demonstration area will be extremely difficult.

County meetings with professionals serving the rural adult population have identified some client needs already . . . .

- information on family finance and nutrition
- many with reduced communication skills cannot complete complicated federal and state forms required for services
- a number of undereducated rural adults do not drive or drive illegally because they cannot pass the written portion of the driver's exam

Some motivational factors suggested were . . . .

- use of game show and soap opera TV program formats
- use of regionally and nationally known personalities
- use of animation, cartoons, and comics
- use of humor

RFD will address itself to just such practical client needs. We must identify many more. Your assistance in identifying these needs and potential areas of motivation would be deeply appreciated. Won't you please complete the form below and return it to us? It is self mailing . . . just place a stamp on the reverse side. Many thanks.

Some practical NEEDS I have identified:

Some possible devices that will MOTIVATE **RFD** clients:

Name Address

WHAT HAPPENED IN JUNE

- *Mrs. Doris Kreitlow* appointed Project Specialist — Home and Family content areas effective September 15th.
- First RFD newsletter mailed.
- Orientation meetings held with county Community Action Agency, Vocational and Adult District, Extension Agency personnel.
- County-wide meeting held in Iowa County Courthouse of all professionals working with RFD adult target group.

WHAT'S HAPPENING IN AUGUST

- Additional staff appointments in Content Specialist, Evaluation areas.
- Four-county survey underway to identify clients, their characteristics and needs.
- County-wide organizational meetings of professionals working with RFD adult target group in Dane, Lafayette, Green counties.
- Preliminary development of Family Finance and Nutrition program content units underway.

NEWSLETTER

SEPTEMBER 1969

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MAJOR STAFF APPOINTMENTS

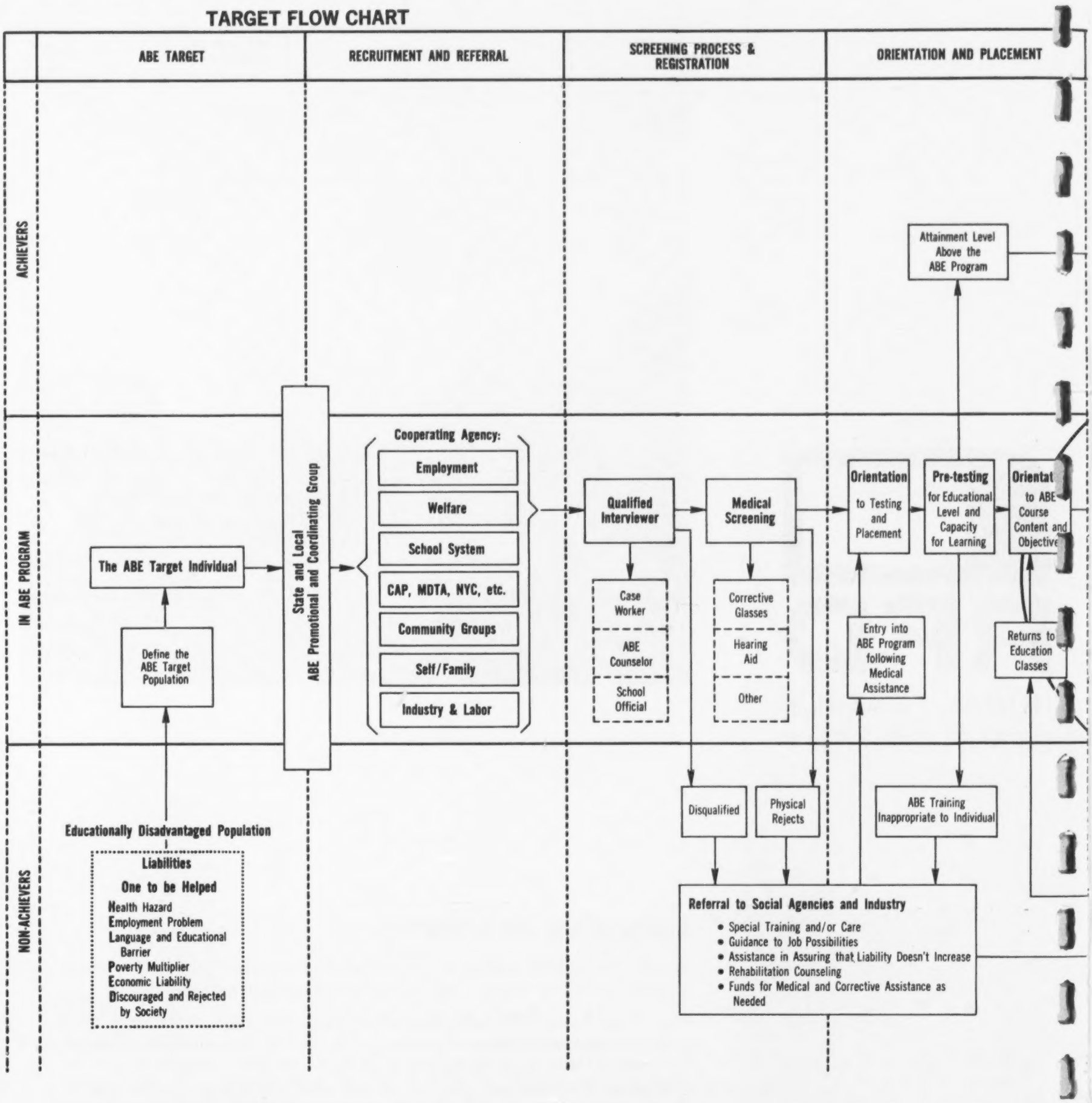
At their August 22nd meeting, the Regents of The University of Wisconsin approved the appointment of Mrs. Helene Aqua to the RFD staff as Content Specialist.

Mrs. Aqua comes to RFD highly experienced in basic education content development, project administration, and staff training. Since 1966 Mrs. Aqua has been Project Administrator of the Council for Spanish Speaking's Adult Basic Education Program in Milwaukee. Previously associated with the School of Education of the University of Wisconsin-Milwaukee, Mrs. Aqua obtained her Master's degree in ABE in June of 1967.

Also named to the RFD staff effective this month are Mrs. Bouri Flesch and Mrs. Doris Kreitlow, both as content development specialists.

Mrs. Flesch, associated with the United States Armed Forces Institute as a content development expert in ABE, will create specialized instructional units for the project.

Mrs. Kreitlow, wife of nationally prominent ABE expert Dr. Burton W. Kreitlow, will develop content units in the areas of home and family living, family finance, and food and nutrition.

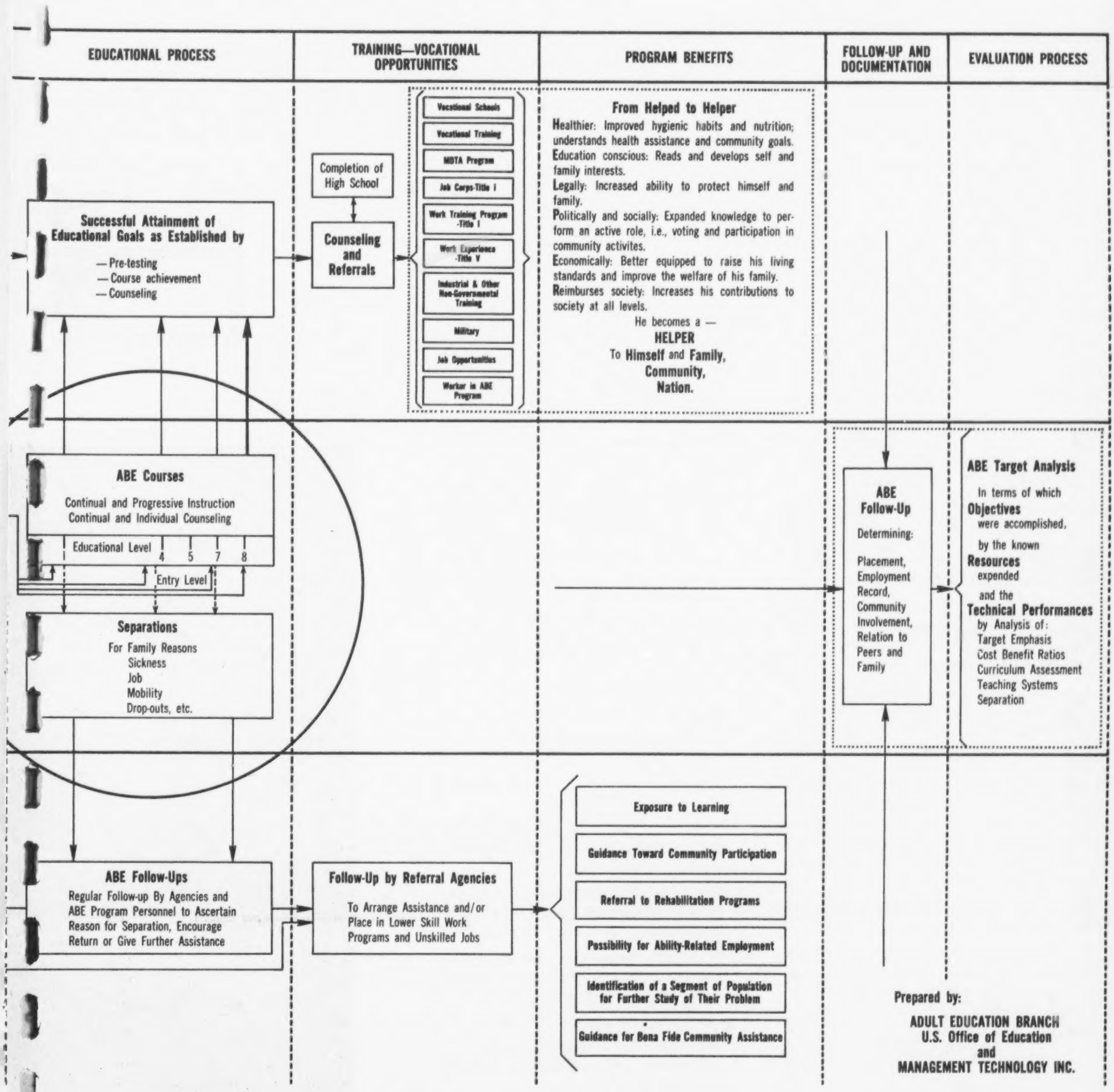


ADULT BASIC EDUCATION

TARGET FLOW CHART

RFD is using the ABE Target Flow Chart developed by the U. S. Office of Education and Management Technology, Inc. as the basic guide in developing project procedures.

The Target Flow Chart is a pictorial description of an idea—what ABE does for its participants and the order in which it is done. It is meant to be a continual movement rather than a series of exact steps. Across the top of the chart are the nine stages or processes common to almost all ABE programs. In some locations, some of these processes may be omitted or combined. The three levels on the side of the chart represent divisions which tell about the situation a person may be in before he starts the ABE program and his possible movements after being in the program.


EDUCATIONAL PROCESS
TRAINING—VOCATIONAL OPPORTUNITIES
PROGRAM BENEFITS
FOLLOW-UP AND DOCUMENTATION
EVALUATION PROCESS
Successful Attainment of Educational Goals as Established by
— Pre-testing
— Course achievement
— Counseling
Completion of High School
Counseling and Referrals
Vocational Schools
Vocational Training
MDTA Program
Job Corps-Title I
Work Training Program -Title I
Work Experience -Title V
Industrial & Other Non-Governmental Training
Military
Job Opportunities
Worker in ABE Program
From Helped to Helper
Healthier: Improved hygienic habits and nutrition; understands health assistance and community goals.
Education conscious: Reads and develops self and family interests.
Legally: Increased ability to protect himself and family.
Politically and socially: Expanded knowledge to perform an active role, i.e., voting and participation in community activites.
Economically: Better equipped to raise his living standards and improve the welfare of his family.
Reimburses society: Increases his contributions to society at all levels.
He becomes a —
HELPER
To Himself and Family, Community, Nation.
ABE Courses
Continual and Progressive Instruction
Continual and Individual Counseling
Educational Level 1 4 5 7 8
Entry Level
Separations
For Family Reasons
Sickness
Job
Mobility
Drop-outs, etc.
ABE Follow-Ups
Regular Follow-up By Agencies and ABE Program Personnel to Ascertain Reason for Separation, Encourage Return or Give Further Assistance
Follow-Up by Referral Agencies
To Arrange Assistance and/or Place in Lower Skill Work Programs and Unskilled Jobs
Exposure to Learning
Guidance Toward Community Participation
Referral to Rehabilitation Programs
Possibility for Ability-Related Employment
Identification of a Segment of Population for Further Study of Their Problem
Guidance for Bona Fide Community Assistance
ABE Follow-Up
Determining:
Placement, Employment Record, Community Involvement, Relation to Peers and Family
ABE Target Analysis
In terms of which
Objectives
were accomplished,
by the known
Resources
expended
and the
Technical Performances
by Analysis of:
Target Emphasis
Cost Benefit Ratios
Curriculum Assessment
Teaching Systems
Separation
Prepared by:
ADULT EDUCATION BRANCH
U.S. Office of Education
and
MANAGEMENT TECHNOLOGY INC.

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Boris Frank, Project Director

Steve Udvari, Associate Project Director

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CLIENT NEEDS AND INTEREST LIST GROWING

In a series of meetings with professionals working with undereducated adults in the four-county RFD demonstration area, a number of specific content unit needs have been identified by the Project Team.

These content units will serve as the basic instructional tools in presenting reading, computational, and social skill improvements to RFD clients.

Primarily we are interested not in just upgrading learner skills in the basic subject areas but rather in enabling him to gain practical information needed in improving his coping life-style . . . in better dealing with the relevant daily problems he must face. It is essential, therefore, that these areas of need and interest be identified at the outset and that the basic skills program be woven into the coping skills approach.

Some coping skill area needs already identified in the rural community include:

Preparing forms. Correctly filling out local, state, and federal forms has become a vital task for most adults.

Passing driver's test. A number of potential RFD clients do not drive now . . . or drive illegally . . . because they have been unable to pass the written portion of the examination.

Following procedural instructions. Assembly instructions. Following dress pattern instructions. Using printed cooking recipes.

Figuring food costs.

Ordering goods from Sears, Montgomery Ward, and Speigel catalogs. Area and size measurements are often essential to correct purchase.

Reading job want ads.

Applying for a job. Preparing for an interview, completing the required application forms.

Applying for a loan. Special requirements of applying for a farm loan. Installment buying.

Formulas for area and volume measurements. Figuring the potential yield of fields, capacity of grain bins and silos.

Farm and home safety.

Child-parent relationships.

Contact with schools. Writing notes to the teacher.

Registering to vote. How to exercise your citizenship rights.

Protecting your money. Banking procedures. Making your money work for you. Budgeting.

Getting your fair share of community service . . . visiting nurse services, welfare services, farm agent services, etc.

Rural law. Protecting your property and yourself. Preparing a will. Insurance needs. Simple contracts.

Using your elected representative.

Writing simple letters. Staying in touch with family. Essential business communications.

Sales resistance. Evaluating purchase needs.

Improving leisure time activities. Vacation possibilities. More fun with the family.

Understanding product warranties.

Evaluating product claims, commercials, ads.

Reading instructions on packaged goods, pesticides, feeds, fertilizers.

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WHAT HAPPENED IN AUGUST

- *Mrs. Helene Aqua* and *Mrs. Bouri Flesch* appointed Content Specialists.
- County professionals begin identifying potential RFD clients.
- Project Director *Boris Frank* addresses Wisconsin Board of Vocational, Technical, and Adult Education meeting.
- RFD Newsletter mailing list grows to 1200.

WHAT'S HAPPENING IN SEPTEMBER

- Staff appointments completed, Project Team of 16 begins orientation and detailed planning meetings.
- First meetings with client advisory groups.
- Project evaluation team selection.
- Detailed second year planning begins.

NEWSLETTER

OCTOBER 1969

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RFD CONDUCTS TELEPHONE SURVEY

The University of Wisconsin Survey Research Institute recently conducted a survey of potential RFD members. Discussing the 53 multiple-item questionnaire are Jeanne Gourlie, left standing, and Mildred Hovind. Seated is Susan Herbst, who is performing one of the 20-minute interviews.

Who is the potential RFD member?

Most potential members of the Rural Family Development program are white, Catholic or Protestant, of Germanic or Scandinavian background, 45 to 65 years of age, and are not eager to become part of any adult basic education program.

These are some of the preliminary indications of a supplementary sampling conducted for RFD to find out characteristics and interests of potential RFD members. The sampling was conducted in September by The University of Wisconsin Survey Research Institute. Those questioned were adults with less than 9th grade education in Wisconsin's Dane, Lafayette, Green and Iowa counties. The sample was made up of men and women suggested as possible RFD members by interested local, county and state officials.

"Our primary problem will be motivation," said Steve Udvari, Associate Project Director. "Most of the adults surveyed were reticent about any adult basic education program. They said they were too old to learn new ideas. They feel they are comfortable with the status quo."

Explaining this reaction, Udvari said, "What these people are expressing is the phenomenon that as an individual increases in age, his feelings about the future lessen." However, Udvari pointed out, the reluctance of such an adult to basic education can be overcome.

"Although these people are reluctant to enter into a formal educational situation, they do express a willingness to receive information—if that information is presented in an interesting way and is relevant to their daily situation. It is the purpose of the RFD project to do exactly that: to provide the undereducated rural adult with the information needed to better cope with life problems, and to provide this information in an interesting way," Udvari said.

Final results of the survey will be published in a future RFD Newsletter. For more information about the characteristics of the undereducated adult, turn to page 3.

Wisconsin head of ABE explains needs, problems of rural programs.

The reason there are today more urban than rural adult basic education programs in Wisconsin is because the urban situation is more apparent and easier to identify, says Charlotte Martin, Supervisor of Adult Basic Education for the Wisconsin Board of Vocational, Technical and Adult Education.

The big problem in rural ABE programs is identifying the potential student, she says. "In the city, you know where to find the undereducated—in the ghettos. But the rural poor and undereducated are invisible—they are scattered all over and difficult to get out," she said.

"No two ABE programs in the state are exactly alike."

Wisconsin has provided educational programs for adults since the first of this century through the state's vocational and technical schools. However, only since the first of this decade have there been specific ABE programs administered by the state, and only recently has there been any major emphasis on rural ABE programs.

Miss Martin, who has a master's degree in adult education from The University of Wisconsin, has been responsible for the supervision and development of the state's programs for three years.

"It has taken five years to actually recognize the need for rural ABE programs in Wisconsin," she said. "Part of the problem was developing appropriate programs, part of it was administrative handicaps which now have been worked out, but the biggest problem of all was recruiting—finding—the individuals who need the education," she said.

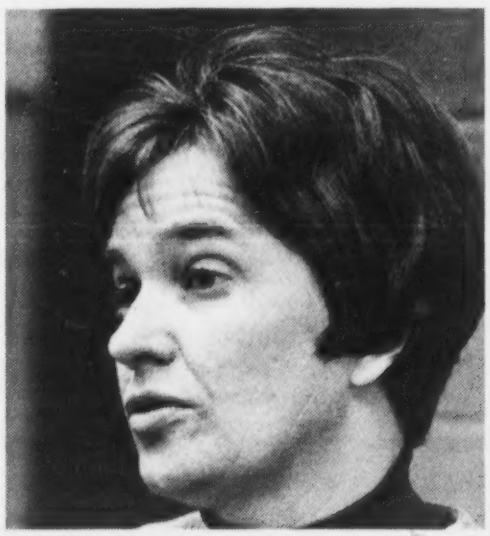
Miss Martin explained that the essential content of both rural and urban ABE programs is similar because the goals of ABE apply equally to rural and urban programs. "The big difference is employment information," she said.

"The state program is designed very much for the unemployed, welfare recipient. The work possibilities of urban and rural life require the programs to be different." As a result, she said, "No two ABE programs in the state are exactly alike."

The significant differences between various state ABE programs has made it practically impossible to use one ABE program in another region. She said that for each specific area a special program must be designed. Consequently, there is a great need for new programs.

However, Miss Martin indicated that there is no real problem in establishing new programs. "All worthwhile proposals for an ABE program will be reviewed and considered by our office," she said. "The federal 1966 Adult Education Act provides 90 percent of the funds necessary for new programs; local or state governments provide the rest.

"The deepening awareness of the adult education problem in both the rural and urban areas has made the local communities willing to provide the funds," she said.



"Instructors are just beginning to recognize the need for more individualized teaching."

"These are not problems for me, they're challenges."

One problem facing all ABE programs in the future will be an evaluation of the state program as a whole. As yet, Miss Martin explained, all state funds have gone into developing new programs (each of which is independently evaluated), and no funds are available to evaluate the whole network of rural and urban programs. "This is something that we will have to do in the next couple of years, if we can afford it," she said.

Although there are many counties in Wisconsin that do not have any rural ABE program (until RFD, this was true of Lafayette and Iowa counties), Wisconsin as a whole fairs much better than the majority of the other states, Miss Martin said, quickly pointing out this did not lessen the need of undereducated adults in Wisconsin.

"The need is great to assist these people in functioning well in society. Although many of the undereducated say they are content and happy the way they are, by looking at the welfare rolls it is evident we must get these people to work. Many of the undereducated are also underemployed: and it is imperative we provide these people ABE programs so they can lead better lives," she said.

ho is the undereducated adult?

rom the Office of Adult Education, State epartment of Education, Columbia, S.C., comes this list of characteristics and attitudes of the undereducated adult. The ndereducated adult:

1. is difficult to identify,
2. is afraid to reveal his shortcomings,
3. needs personal success to maintain his own motivation,
4. lacks an adequate self-image,
5. lacks confidence in his ability to learn,
6. frequently attempts to conceal his inability to read and write,
7. fears competition,
8. needs a perception of lifetime goals to stimulate his own achievement pattern,
9. may be culturally deprived because of his environment,
10. may be culturally deprived because of his lack of education,
11. is difficult to involve in the educative process,
12. is in effect dehumanized because of his inability to cope with the demands of the society in which he must exist,
13. may have low motivation because of numerous failures,
14. expects the teacher to have the ability to discriminate between normal and abnormal behavior,
15. can be helped if he is willing to be helped,
16. expects more kinds of aid from a teacher than just the function of advising,
17. responds to a curriculum that provides literary and language skills,
18. is easily discouraged because of an abnormal success-failure pattern,
19. may exist in an environment whose social values are hostile to education,
20. has a limited vocabulary which minimizes articulation on the verbal level,
21. expects the undivided attention of the teacher,
22. requires learning goal definition in terms of immediate reward,
23. can expect the teacher to verbalize at the adult's own level,
24. can expect a teacher to exhibit proficiency in distinguishing between symptoms and causes,
25. will likely not live under conditions conducive to home study,
26. expects the teacher to hold all information in an interview in the strictest confidence,
27. is one whose whole way of life has resulted from circumstances beyond his immediate control,
28. may find it difficult to study due to many responsibilities requiring time and emotional energy,
29. may expect a teacher who is acceptant of the adult as well as one who is acceptant of himself,
30. expects a teacher whose words and actions are directed to establishing a stable relationship between the adult and teacher.

Who's who at RFD?

Bouri Flesch will create specialized instructional units for the RFD project. A content development expert, Bouri earned her master's degree from The University of Wisconsin and is currently working on her doctorate. She has been an editor of company and professional publications, advertising and public relations coordinator, high school teacher, Fulbright Professor, Job Corps staff member specializing in communication skills, associated with the United States Armed Forces Institute, and author of several books and articles.

Helene Aqua, Content Specialist, is highly experienced in basic education content development, project administration and staff training. Since 1966, Helene has been Project Administrator of the Council for Spanish Speaking's adult basic education program in Milwaukee. She earned her master's degree in Education from The University of Wisconsin-Milwaukee, and she is currently working on her doctorate. She is a member of the National Assn. of Public School Adult Education, Adult Education Assn. of the U.S.A., Wisconsin Assn. for Vocational and Adult Education, and the Modern Language Assn.

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Boris Frank, Project Director

Steve Udvari, Associate Project Director

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MAIL

WRITE TO:

Rural Family Development, WHA-TV
3313 University Avenue
Madison, Wisconsin 53705

Brodhead, Wisc.—I know of no adult in Decatur Township who does not have a grammar school education. We are paying huge taxes to furnish both vocational and high schools. Your program is a duplicate expense.

If you want to do something for the poor people, **fire** yourselves and save the people some of their tax money. People who want an education can get all they need at the vocational and high schools; if they don't want to get an education, they will not benefit from your program.

The people who will benefit the most from your program will be the fat salaried people on your staff—and at the expense of the taxpayers who wind up with another duplicate program to pay for.

Don't say our schools are poor and need to be supplemented; they are good schools. But, even if you should think our schools are bad, you should not think to supplement them, but to do away with them and replace them with a better program.

People are fed up with duplicating state and federal services that are wasting tax money and putting an impossible burden on the people.

Get the message?

Jimmy Christensen

▷ In response to the previous letter:

RFD is an experiment...a test project funded by the U.S. Office of Education to evaluate on a small scale a totally new approach to offering a continuing education program to rural adults unable to participate in existing programs.

Innovation and experimentation in education, as in industry, is essential to the continuing development of our economy and national well being. By conducting this experimentation and research on a relatively small scale prior to widespread implementation, The University of Wisconsin and the USOE are fulfilling their responsibilities as engineers of orderly change and growth.

We cannot remain stationary in educational methodology. It is essential that we always be ready to create new and ever more useful ways of reaching those who wish to improve their life style.

Only if the RFD approach is found to be successful and efficient in serving rural adult needs will it be offered on a comprehensive national basis.

There are more than 16,000 adults over 25 years of age who have not completed 8th grade in the four counties to be served by RFD, and their needs are very special.

RFD will not duplicate any existing adult education program. It is designed for people who, due to circumstances beyond their immediate control, cannot participate in present education programs.

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WHAT HAPPENED
IN SEPTEMBER

- Staff assignments completed.
- Second year planning begins.
- Content specialists begin unit development.
- Television promotional unit planning underway.
- RFD member survey completed.

WHAT'S HAPPENING
IN OCTOBER

- Continued development of pilot content units.
- Pilot TV units in production.
- Preliminary testing of pilot materials.
- Second year detailed project plan to be completed.
- Evaluation of member survey.

NEWSLETTER

NOVEMBER 1969

TAKE ONE, ROLL 'EM!

The traditional picture of the ETV lesson is one of a teacher lecturing in front of a studio blackboard, very straight-laced and oh-so serious. It's usually a dull picture for the student.

RFD will avoid such presentations by introducing innovative educational TV techniques. This is a goal of RFD, and the staff has the talent and facilities to do it.

Pictured above and on the right is the filming of a promotional "spot" for television to be used before the project gets underway next year. It will be approximately one minute long, and will contain several comments from rural adults interested in adult basic education. Shown is the filming of one of the people who will be in the film.

Besides promotional films, TV will be used in the RFD project to (1) introduce learning concepts in broad general terms; (2) motivate adult members to participate in the home-study lessons and other activities designed to change behavior; (3) integrate learning and life-event activities to meet short-term goals of timely and pressing needs; and, (4) present learning activities through a medium familiar to members and more acceptable than traditional teaching methods.

RFD's Rural Family Model:

IT WON'T BE PEYTON PLACE, BUT IT WILL BE INTERESTING.

The following is the preliminary draft of the family model that will be used in the design and preparation of content materials for home study and television production. The situations that develop from this model will be made as interesting and realistic as possible.

The setting is a small land-poor dairy farm located about 12 miles from Johnson's Corners, population 800, and 34 miles from Danville, the county seat with a population of 4,287.

The farm which is somewhat run down was inherited from grandfather Adam Shaw. Mr. Shaw cultivates about 75 acres of his 95-acre farm. He grows corn and oats. About one-third of his productive land is rotated with hay. John is cooperating in the soil bank and feed grain payment program. He keeps about three acres in the program at $50 an acre.

There are 20 milk cows, 25 pigs, a dog and several cats on the farm. The cows average about 9,000 pounds of milk each year. Mr. Shaw sells his milk at $4.50 per 100 weight.

The farm is equipped with worn and outdated machinery, a 1957 pickup truck and a 1961 sedan car.

The home furnishings are old and slipcovered. Washing is done in a wringer washer and clothes dried on the line. A new sewing machine and food freezer were bought on time payments.

Mrs. Shaw tends a 1/4-acre garden. The family's chief recreation is viewing their black and white television.

The Shaws gross about $12,000 a year and generally net one-third of this. John Shaw is in perpetual debt for about $5,000. He is a poor credit risk, having to pay about 18% interest on loans.

FAMILY MODEL FOR RFD

Traditional values, conservative hardliner, 5th grade education, feels he can't better himself . . . time has run out, has a part-time job as a feed truck driver for co-op

PRIMARY FAMILY

JOHN SHAW
(Father, age 51)

ALICE SHAW
(Mother, age 45)

Frugal, limited interests, sews family clothes, meat and potatoes cook, cans vegetables, tends to accept things as inevitable, 8th grade education, church oriented, Homemakers Club

SECONDARY FAMILY
Home in Danville

RUTH SHAW (24)
is married to

GEORGE PETERS
(age 25)

RUTH is a high school graduate seeking to improve social status in PTA, part-time clerk-typist for law office

GEORGE left the farm after high school, full-time road crew for township, night school voc. program as machinist, bowls, hunts and fishes

BETTY (age 5)
Kindergartner

BOBBY (age 1)

CHILDREN LIVING
AT HOME

JACK (age 23)
killed in farm accident

MARK (age 22)

10th grade drop-out . . . marginal student, resents being substitute for Jack, works in city factory, rejects farming, drinking problem, moves with fast crowd, new car and stereo on time payments, comes home to help on weekends

FRED (18)
in armed service

JEAN (age 15)

is attending high school . . . values changing since she is contemporary of mod set, in 4-H, nurse aim

JERRY (13)
father's pride

GRANDMOTHER
Living with Shaws

NORA CLARK
(age 66)

Belongs to church circle, member of Time of Our Lives program, visits library, likes country music, constantly on phone with friends

You can help us. This family model, on the left, is only a preliminary one; revisions will be made in it as RFD continues researching actual conditions in the project area. If there is anything in the RFD Family Model that you think is not realistic or would not be believable to the rural undereducated, please write RFD. We appreciate all the help we can get.

Who's Who at RFD

Ida Jeter will assist RFD's producer, writers and directors in production details. She has professional experience at WRHI-AM, Rock-hill, South Carolina; WVOM Radio, University of Michigan, Extension. Ida received a bachelor's degree in Speech from the University of Michigan, and she is a master's candidate in Speech—Radio-TV production at The University of Wisconsin.

Doris Kreitlow is a content specialist for the RFD project. She has extensive experience in the teaching profession, especially at the high school level. She received her bachelor's degree in Home Economics from the University of Minnesota, and she is a master's candidate at The University of Wisconsin. Besides her own knowledge of adult basic education, Doris has quick access to one of the nation's most respected authorities in ABE, her husband, Dr. Burton Kreitlow, Professor of Adult Education, University of Wisconsin.

Jean Hinsley, right, is the U. S. Office of Education Project Officer for RFD; and Eldon Schultz, center, is District Adult Education Project Officer for USOE from Chicago. Here they are shown listening to Steve Udvari, left, RFD Associate Project Director, as he explains RFD operations to them during a recent visit.

THE ROLE OF THE RFD ASSOCIATE TEACHER

Associate teachers (para-professionals) will play a vital role in the successful development and execution of RFD. How well they function will depend not only on their personal qualifications but the quality of training they receive from RFD. Guidelines have been established for the role of the RFD Associate Teacher.

Associate Teachers will be selected from the same socio-economic background as the students. For many, this kind of work will be a "first." Special efforts will be made to recruit qualified local disadvantaged adults. RFD will help elevate them into positions of community leadership.

However, before RFD teachers can become leaders, they must be taught. RFD will not expect them to perform without being properly trained. Teachers will be involved in some of the decision-making processes of the project. Studies show that personal and professional growth and development occur for many non-professionals included in this way in educational programs. Through RFD the Associate Teachers should be able to develop new careers.

The RFD Associate Teacher is first of all a teacher. But he is really more than that. He is a helper—more than most teachers with many pupils have a chance to be. He assists with each stage in the process of learning, giving assistance and encouragement as it is needed, and if it is needed. He is a helper—not a crutch.

It is an objective of RFD that Associate Teachers, as a result of their participation in RFD, will wish to progress further in the teaching field through a formal teacher training course.

To achieve this objective, the Associate Teachers will share responsibility in the instructional phase of the program. Since they will be in contact with the students more than any other person they must:

1. Help the Field Supervisor identify the educational needs of the students.
2. Help prescribe learning materials.
3. Help in guidance and counseling and observe any special problems which need attention.

The role of the RFD Associate Teacher will be integrated with the project and will be crucial to its success.

RFD
RURAL FAMILY DEVELOPMENT

Boris Frank, Project Director
Steve Udvari, Associate Project Director

Rural Family Development, WHA-TV
3313 University Avenue
Madison, Wisconsin 53705

AREA CODE 608 263-2121

21 WHA-TV

UNIVERSITY EXTENSION
The University of Wisconsin
TELEVISION CENTER

Opinions expressed in the RFD Newsletter do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Jim Mader, right, discusses project goals with Associate Project Director Steve Udvari.

RFD EMPLOYS POPULAR TV PERSONALITY

Jim Mader's chiseled face, salt and pepper gray hair, and deep melodious voice are known to thousands in the Madison, Wisconsin, television market. He has been broadcasting for 18 years, and his daily television and radio broadcasts have made him a well-known figure. Because he is well known in the four counties to be served by RFD, Jim has joined the RFD staff to serve as on-camera talent and professional consultant.

A variety of program formats will be tested by RFD this year to present ABE material, but the news format will receive special attention because recent surveys show it has the highest preference level among both **undereducated** and **rural** adults. Jim will be anchor man and do special interviews for the pilot TV productions RFD is making.

TvQ, a national motivational study organization based in Long Island, has provided program format preference statistics that indicate news, westerns, feature films and musical varieties are best suited for the rural undereducated adult. Besides the development of a news format for presentation of RFD materials, other pilot programs using one or more of these formats will be produced and tested prior to selection of permanent RFD formats.

WHAT HAPPENED IN OCTOBER

- Second Year Proposal Prepared.
- Jean Hinsley and Eldon Schultz, of the U. S. Office of Education, visited RFD and discussed project goals.
- First pilot content units developed.
- First TV shooting date completed.
- Jim Mader, TV personality, joins RFD staff.

WHAT'S HAPPENING IN NOVEMBER

- Additional content units under development.
- TV adaptation of content units underway.
- Boris Frank to attend the National Association of Educational Broadcasters' convention in Washington, D. C.
- Field Advisory Board meeting to be held.
- News format for TV presentation of content units to be tested.

NEWSLETTER

DECEMBER 1969

RFD

RURAL FAMILY DEVELOPMENT

Boris Frank, Project Director
Steve Udvari, Associate Project Director
Rural Family Development, WHA-TV
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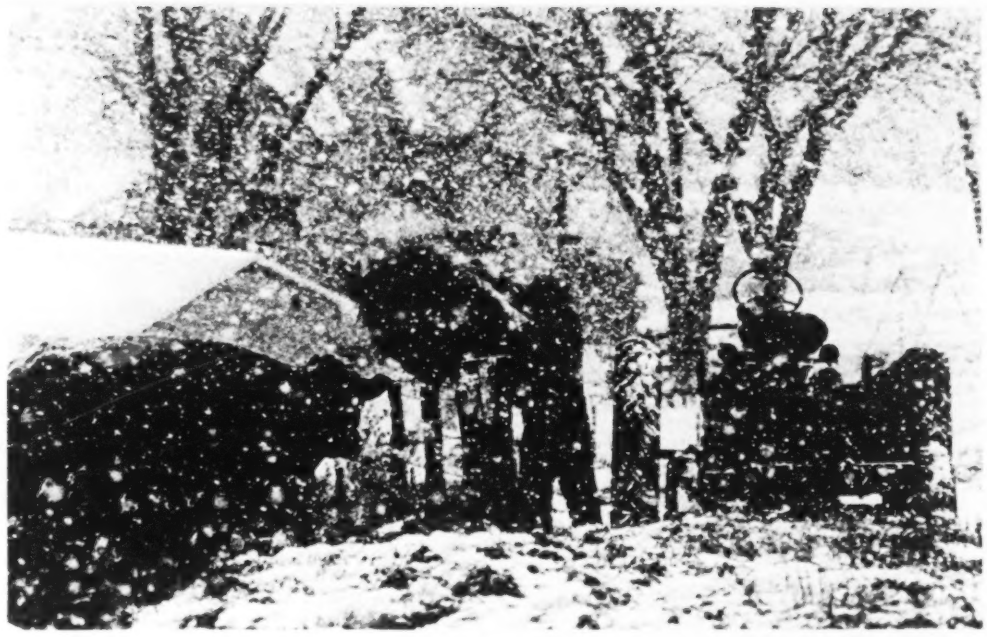

Holiday Greetings From RFD Land

first content unit for RFD developed

"John Shaw Has a Problem" is the first content unit to be developed by RFD. It is one of many units that will go in the content center marked **Me and My Money.** *This first unit describes how to use want ads to find a job. First the problem is set by short paragraphs that are lettered so they can be easily referred to later. Then questions are asked, allowing the RFD member to check his answer by referring to the appropriate paragraph. Similar techniques will be used to develop other content material. The following are the first four pages of a 25-page unit.*

JOHN SHAW HAS A PROBLEM

For many years the Shaw family lived off the land. They grew food to sell. They sold what they grew to the co-op. The money they earned was called their income. A

income (in come) money earned, money coming in.

The soil was poor. He could not make a good income off the land. B

John Shaw couldn't keep up with the big farms. He sold some of his land. C

He used the money to buy cows. John became a dairy farmer. He now has 20 cows. This is a small dairy farm. John doesn't make much money. The income isn't enough to feed and dress a big family. D

The Shaw family is large. John and Alice Shaw have 5 living children. Grandmother, Nora Clark also lives with them. Two of the children go to school. They all help with the farm work. E

RFD content specialists have developed the first of more than 100 instructional units. The first unit deals with finding a job and is indicative of the style and techniques to be used on other units which will cover such topics as first aid, home management and interpersonal relations. All units will be integrated with appropriate math and language concepts.

The units will go in one of four "content centers" titled ***Me, Me and Others, Me and My Money,*** and ***Me and My Community.*** These four content centers, which are collections of homogeneously related materials (as opposed to heterogeneously related materials that could be found in traditional instructional programs), will be incorporated in special 3-ring binders. Individual units will be mailed to the RFD member, who will insert the unit in the appropriate binder. In this way, the RFD member will build his own encyclopedia of strategies for coping with life events.

The first content unit is entitled ***John Shaw Has a Problem,*** and it fulfills the criteria established for all content materials. These criteria are:

1. Concept should be introduced on a single, rudimentary level.
2. Concepts will be developed in a variety of ways to provide maximum flexibility.
3. Content must be relevant to the life style of the learner.
4. Content must have meaningful relationships to present and future transfer situations.
5. Language of the content materials must be similar to language of the rural adult learner.
6. Situations developed in the content materials must be believable.
7. Units should be developed in terms of short and complete idea statements.
8. Pages of monotonous drill will not be used.
9. Reinforcement and repetition should be used in transfer situations to provide for problem solving experiences.
10. Illustrations must be related to the life style of the learner or rendered in such a way as to provide for maximum identity.
11. Integrated content materials must be developmental in terms of reading and computing skills. Materials should be designed to increase word power, word grouping, pacing, phrase shading, paragraph pacing, type change and comprehension.

Raising a large family costs a lot of money. John's income isn't enough to pay his bills. He needs a new way to help provide more income. This means he needs a part-time job. He has to look in the city. Jobs are hard to find in the country. John doesn't know where to look for a job.

F

Milestone 1: Check Point 1

JOHN SHAW HAS A PROBLEM

lesson in observation

INSTRUCTIONS:

Please answer all questions below.
Place an [X] in the box before the right answer.
Check your own answers.
Answers are found in the reading.
Read only the part marked with the letter at the left.
Write the correct words on the line.

1	**What was the money called that Mr. Shaw earned?** a. salary b. income c. profit	(Check your own answers by reading only parts marked.) **Page 1, Part A**
2	**Mr. Shaw didn't earn enough to** a. buy machines b. buy a new car c. feed and dress his family	**Page 2, Part D**
3	**What did Mr. Shaw decide to do?** a. move to the city b. look for a j b c. buy more land	**Page 3, Part F**
4	**What kind of job was John looking for?** a. easy job b. full-time job c. part-time job	**Page 3, Part F**

RFD
RURAL FAMILY DEVELOPMENT
WHA-TV
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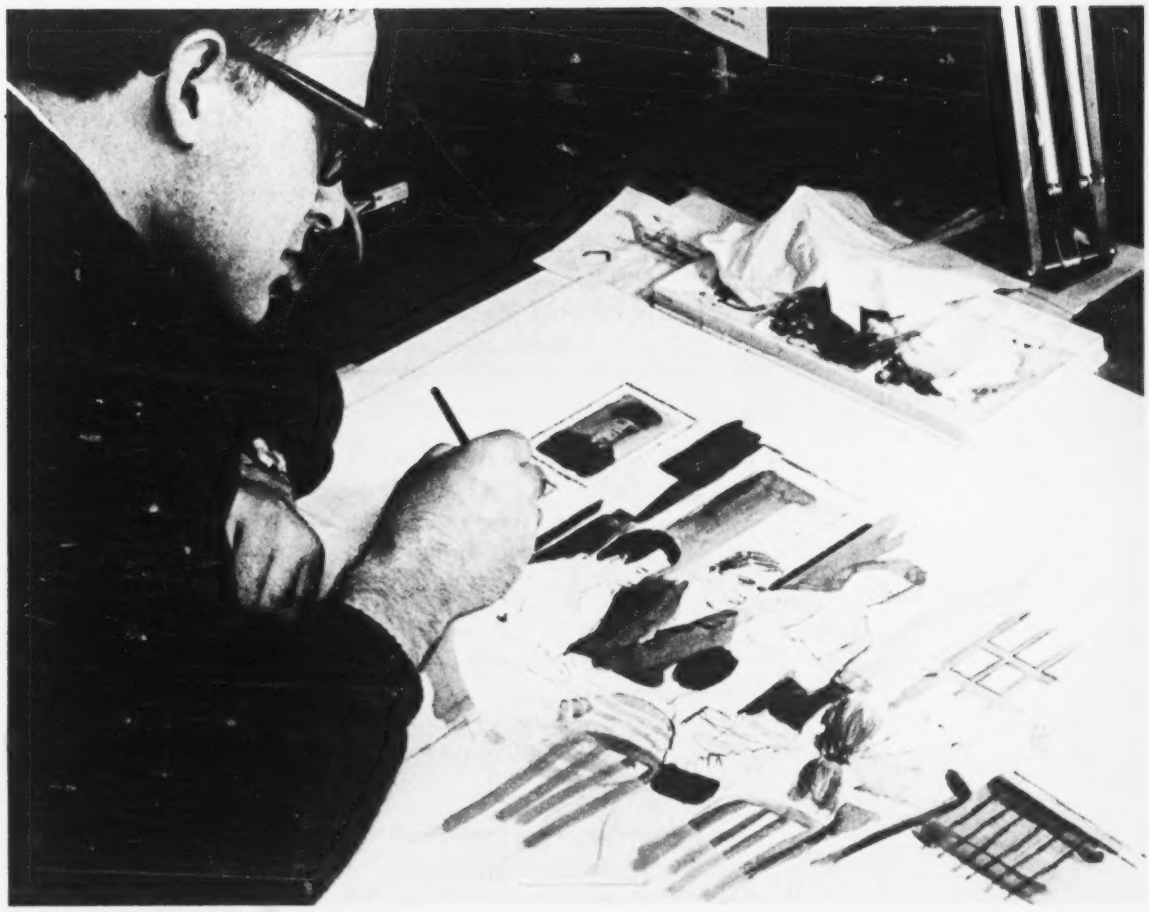
MADISON, WISCONSIN 53706



Who's Who at RFD / Artist John Glaeser

Applying the finishing touches to the first drawing of the RFD family model, shown above, is John Glaeser, RFD artist. Pictures of the John Shaw family, this one and many others, will be used to illustrate content units. Art is a crucial element in the RFD approach to rural adult basic education.

A graduate of Milwaukee's Layton School of Art, with a master's degree from The University of Wisconsin, John Glaeser is Project Graphics Designer for RFD. He is responsible for the design of all graphic phases of the project, including materials and TV art design. John has been Graphic Arts Supervisor at The University of Wisconsin Television Center for nine years.

WHAT HAPPENED IN NOVEMBER

- Established full content scope and sequence.
- Developmental reading and computational scales for content integration.
- Second year proposal submitted.
- Four major content units developed.

WHAT'S HAPPENING IN DECEMBER

- Production of sample TV units to be started.
- Boris Frank to attend Galaxy Conference in Washington, D. C.
- Staff to move into special trailer facilities.
- Full scale production of specific content units to begin.

NEWSLETTER

JANUARY 1970

Kristy and Richard Nelson, Helene Aqua

RFD Field Advisory Board Formed

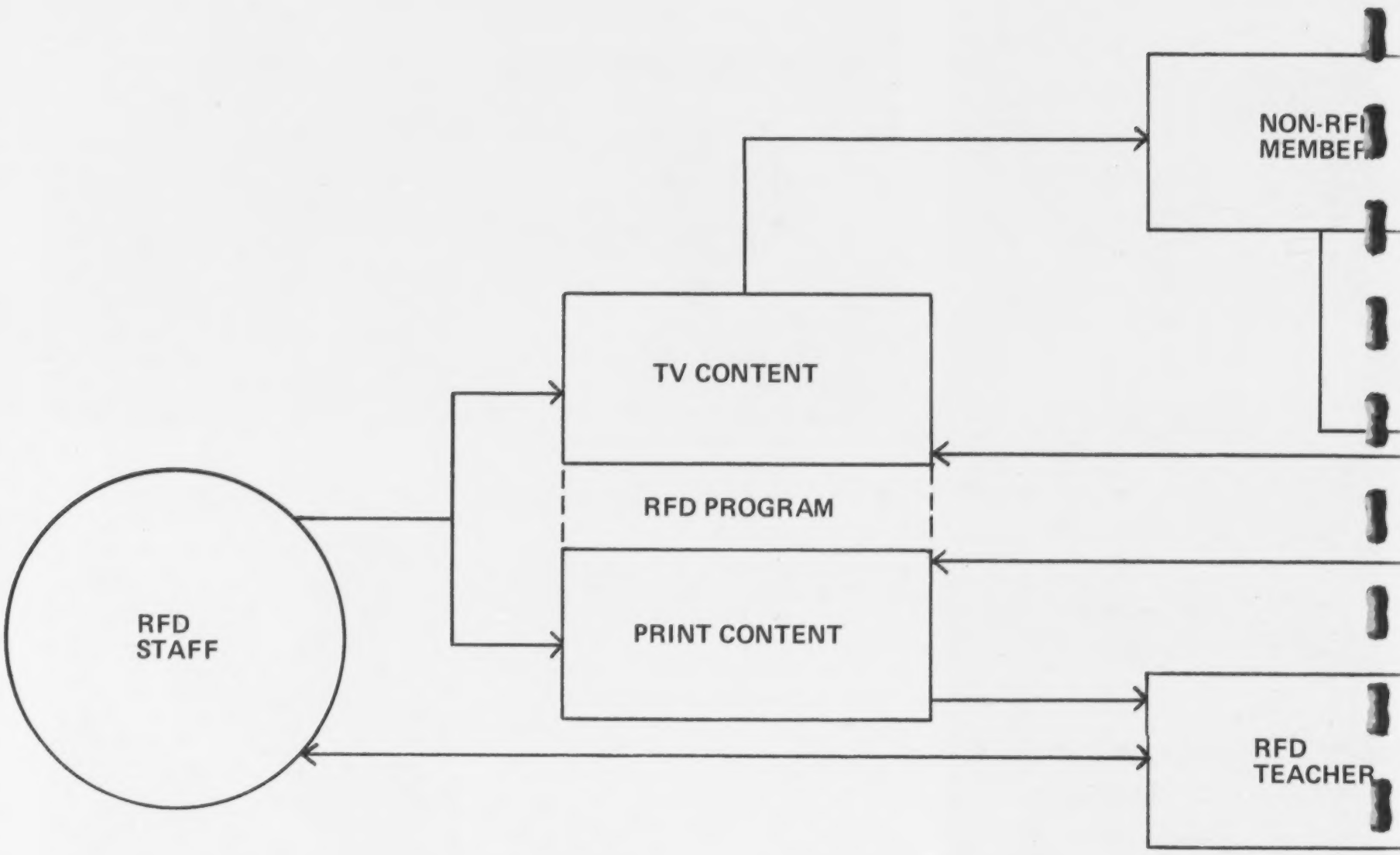
A field advisory board composed primarily of "non-professionals" from the four counties RFD serves has been formed. The group is to advise the RFD staff on all facets of the RFD project, especially the recruitment of RFD teachers and student-members.

At the first meeting, held in December, the board discussed the use of clergy as a means of recruiting RFD members. Also, the group suggested that RFD emphasize the pleasure aspect of learning, instead of "just learning." Richard Nelson, of Darlington, Wisconsin, said that many of the older people would not be interested in just learning but would want to take the prescribed courses for the pure joy of self-satisfaction.

Present at the first meeting were Richard Nelson and his wife, Kristy; Sara Shackleton, of Dane County; Pearl Soper, representing Iowa and Lafayette counties; and several members of the RFD staff. In addition to this group, the RFD staff will recruit several more interested "non-professionals" to serve on the RFD Advisory Board. If any readers of the RFD Newsletter are interested in becoming members of the Board, please write RFD.

Doris Kreitlow, Alice Small, Helene Aqua

Left to right:
Alice Small, Sara Shackleton, Pearl Soper, Helene Aqua (back to camera), Richard and Kristy Nelson



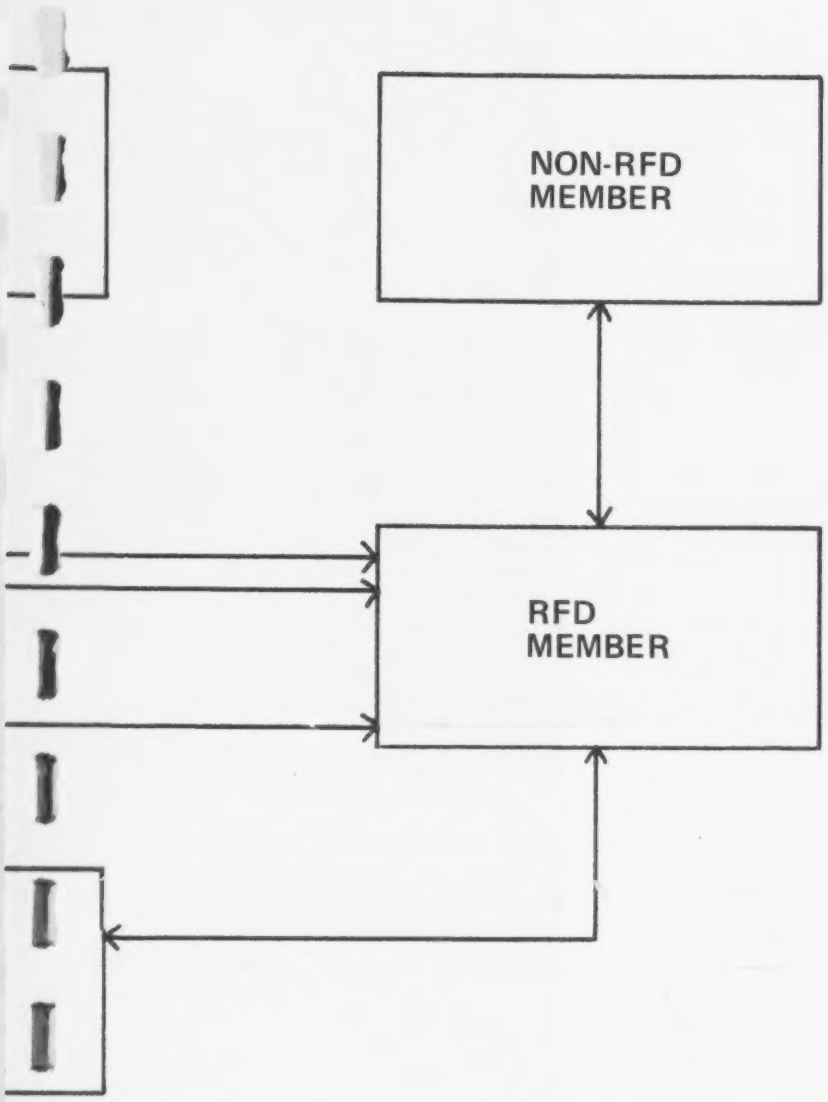
HOW RFD UTILIZES CONTEMPORARY THEORIES OF MASS COMMUNICATION

RFD is an adult basic education project which uses three channels of communication: television, print, and person-to-person. There are various theories of communication which account for the factors that effect these forms of communication. And RFD is taking advantage of these theories. The following is a review of the relevant theories of mass communication that are being utilized in the RFD project.

The "individual difference" theory of mass communication, as explained by Melvin De Fleur in ***Theories of Mass Communication,*** states that the effect of mass communication varies from person to person because each person is psychologically unique. However, the theory states that if the general psychological make-up of the audience can be determined, then the effect of mass communication can be predicted somewhat. Furthermore, if the people have similar characteristics, they will have similar mass communication folkways and thoughtways.

RFD utilizes this theory by recognizing the special characteristics of the rural undereducated (e.g., being afraid to reveal shortcomings, lacking adequate self-image, fearing competition, etc.) and by preparing special televised and printed adult basic education information that allows for these characteristics. In "Communication Research" published in ***Current Trends in Social Psychology,*** Paul Lazarfeld noted the potential effectiveness of this approach when he said that broad collectives, aggregates or social categories---such as rural undereducated adults---can react uniformly to given stimuli.

With such an understanding of its audience, RFD intends to change both attitude and overt behavior of participating RFD members. The goal of RFD is to provide the undereducated rural adult the life-coping skills necessary to get out of the poverty cycle. RFD makes the assumption that the psychological processes are related



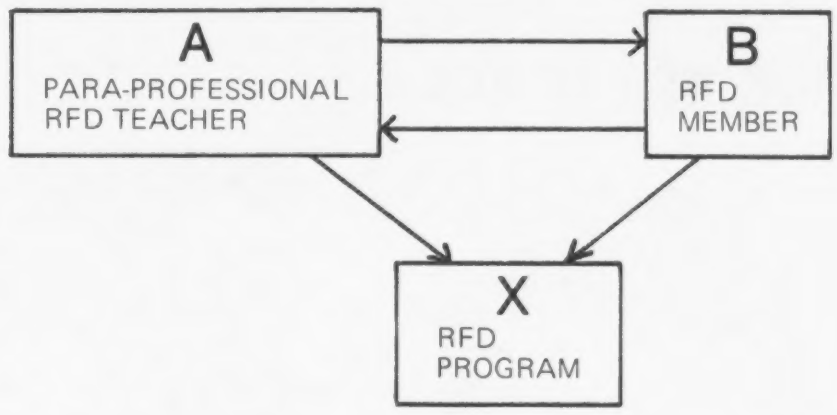
o ert behavior patterns in social settings. For instance:
promotional film for RFD employs this assumption. The film resents the dismal side of rural life, mentions the hopelessness many undereducated rural adults feel, and explains how RF can help. The film has yet to be aired; so success has yet o be determined. But the film is not unlike commercially uccessful attempts to persuade by appealing to such basic s hological processes as anxiety, status, social approval, vanity r xual drives.

lowever, as Festinger and others have noted, attempts to influence one else varies according to how attracted to the source the th person is. And the typical RFD member is not particularly tt cted to educational TV, formal educational materials or tuffy old school teachers. So RFD will do as much as possible o ake itself attractive. Unlike typical ETV productions, RFD n s will emphasize entertainment. Dramas, news shows, soap peras will be formats for adult basic education materials. With uch entertainment, RFD will be testing the "incidental learning" ory Schramm presents in his ***Television in the Lives of Our h dren.***

RFD will not depend on television to effect overt behavior hanges. As Festinger pointed out in his article "Behavior Support o Opinion Change" in a 1963 issue of ***Public Opinion Quarterly,*** because mass communication changes attitudes does not ecessarily mean overt behavior can be changed by mass commu- ication. But, if RFD's television presentations change just t udes, TV will have done its job; because there are two r er communication methods RFD will utilize to effect overt ehavioral changes. One is specialized content lessons to be ailed to the RFD member; and the second is personal visits professional teachers.

RFD specialized content materials will be ordered by the RFD member and sent to his home after he has either seen something on the RFD TV show that interests him or after he and his visiting teacher have decided on an appropriate subject. Rural undereducated adults receive little mail; so, this will be one more way to impress the RFD member with the importance of the content. In addition, the RFD content materials will provide the needed tangible instructional tools that are impossible to present via television. These materials will reinforce and expand the information presented on television and by the visiting para-professional teacher.

Lazarfeld, Berelson and Gaudet in ***People's Choice*** recognized the importance of interpersonal communication in the overall effect of mass communication. So has RFD. Every week a teacher will go to the home of the RFD member and talk. Whatever the RFD member has picked up, either from TV or specialized content materials, can be reinforced and amplified by the visiting teacher. The role of the RFD teacher will be crucial to effecting overt behavior changes. The relationship can be explained with the ABX model: "A" would be the para-professional teacher, "B" would be the RFD member, and "X" would be the RFD project and content materials.



As Newcomb suggested in "An Approach to the Study of Communicative Acts": As the teacher (A) communicates with the RFD member (B) about the content (X), they become dependent "not only because the other's eyes and ears provide an additional source of information about X, but also because the other's judgement provides a testing ground for social reality." This dependence will greatly influence the effect of the overall communication program of RFD.

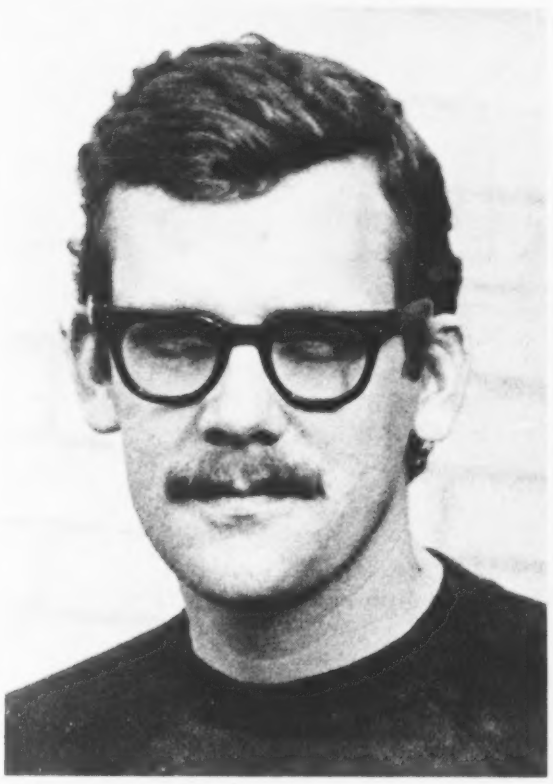
After this brief explanation of RFD, it is possible to diagram the communication network and show additional communication patterns. See model upper left.

Notice the new elements in this diagram: the participating RFD member is in communication with non-RFD rural adults, both those who have seen the RFD shows or promotions and those who have not. Hence, RFD will be effecting a 2-step flow of information and creating an opinion leader.

A 2-step flow of information occurs when the RFD member tells his friend, who know nothing of the show, about something he has learned via RFD. (RFD content is extremely practical stuff, so this is sure to happen.) Likewise, when a friend who has seen the show but isn't a member asks what's it all about, an opinion leader is created. This is extremely beneficial for the adult learner: recognition from others will be essential for him to continue in the program.

There are several other significant theories of mass and interpersonal communication that apply to the RFD project, such as Everett Roger's theory of the adoption process; and these theories will be utilized by the RFD project. Their application to RFD will be explained in future Newsletters.

WHO'S WHO AT RFD



Mark McElreath, research assistant, assists content specialists, consultants and producers in developing content. An experienced journalist, Mark edits the RFD Newsletter. A graduate of the University of Houston, with experience as general assignment reporter for the ***Houston Chronicle*** and as editor of publications for a major chemical company, Mark is currently a graduate student at The University of Wisconsin's School of Journalism.

Marjorie Frank is a content specialist for RFD. She has experience as an instructor of English as a second language at both the Council for Spanish Speaking, in Milwaukee, and at the American English Center in New York City. At RFD she is responsible for content preparation, and is currently working on a content unit that puts first-aid advice in the language of the undereducated rural adult. Marjorie will soon graduate from The University of Wisconsin with a bachelor's degree with majors in Spanish and Ibero-American studies.

WHAT HAPPENED IN DECEMBER

- First TV promotional "spot" completed and ready for airing next fall.
- Dr. G. E. Torres, president and chairman of the board of the University of Mindanao, Phillipines, visited RFD project.
- Staff moved into new trailer facilities parked next to WHA-TV, Madison, Wisconsin.
- Boris Frank discussed the applicability of RFD to Appalachian problems with the staff of the Appalachian Education Laboratory in Charleston, West Virginia.
- RFD project advisors and consultants met to evaluate progress to date.

WHAT'S HAPPENING IN JANUARY

- Basic studio set for RFD shows to be designed; tentative plans call for rural kitchen scene.
- Format for pilot RFD shows to be designed and filming to begin.
- Field testing of content units to begin.
- Field Advisory Board to meet January 12 in Madison.

NEWSLETTER

FEBRUARY 1970

ABE

GROWING PAINS

BORIS FRANK, PROJECT DIRECTOR FOR RFD, EXPRESSES HIS VIEWS

Adult Basic Education as a profession in the United States is young. Fortunately, in the last several years the federal government and various state agencies have recognized the need for a coordinated formal basic education program for our 25 million potential clients. As a young field with limited professional expertise, ABE is experiencing normal growing pains. We have some problems. It is time we face up to them before they become ingrown. I'd like to consider a few of these problems that we feel strongly about at RFD:

THE AMATEUR LOOK

Since ABE **is** a very young field there is little specially produced professional content material available to it. On the whole, ABE materials are adaptations of elementary school texts. Several enlightened commercial companies **have** recognized the need for specially produced content, but the greatest burden falls on the local teacher to prepare relevant ABE materials.

My hat is off to those dedicated teachers who have been creating specialized materials for their learners.

But let's face it—most ABE teachers are not equipped to prepare extensive materials. The art work and design are often bad, the typing done on an old portable, run off on a sickly mimeo. Good intentions and expert teaching capabilities unfortunately do not always result in production of the best materials.

For several years now we have rationalized this method of production as essential to the development of "individualized" materials. Really it has just been a stopgap measure. There's no reason in the world why we can't develop a central **professional** system for individualization and personalization of teaching tools.

No one will deny that local teachers and their clients must continue to play a key role in the development and prescription of materials. But in talking to teachers in ABE, I have found that they are preparing most materials strictly in self-defense. They must either prepare units themselves or go without materials they feel are relevant and pertinent Though there are a number of fine commercial systems available, they do not satisfy many local needs.

It's unfortunate to note that most of the materials used at some of our largest ABE centers are prepared locally, and those nationally prepared are used as supplements. This is backwards. The nationally produced materials and concepts should be the base of operations, and locally prepared materials developed only when the national supply doesn't satisfy local needs.

As long as we force the well intentioned local ABE teacher to prepare the majority of materials, the amateur look will remain.

With the state of educational technology at such a high level in other fields, it behooves us to harness these new techniques for ABE. It is time we make available to local teachers materials that utilize quality production techniques. Since it does not seem to be economically feasible for commercial publishers to take on the developmental task, I suggest, because it is essential to the professional growth of ABE, that we **establish a national center for materials development.**

This national center should carry on research, produce experimental materials, and work closely with commercial publishers as a central coordinating agency. It should include content development experts, research specialists, evaluation experts and professional communicators including graphic artists, radio and television production specialists, audiovisual specialists, and print media specialists. Materials development must be a team effort by all these people. We can no longer condone development of

Most ABE teachers are not equipped to prepare extensive content materials

materials on a high quality concept level but at the lowest possible design and execution level. The design process must be integrated into the total developmental process.

Most ABE materials now being used are not designed to communicate. The covers, page layouts, and illustrations do not motivate. We are educators; but we are also communicators. It is time that we devote some of our resources **to communicating**—by utilizing proven motivational design techniques.

THE LAST MINUTE SYNDROME

It is a very sad fact that most federally-sponsored proposals submitted by educational institutions are developed at the last minute. I would venture to say that in a majority of cases educators develop major proposals in a rush, creating them in the two or three weeks preceding the submission deadline and mailing them at the last second—the way most Americans send in their income tax returns just before midnight April 15. Rather than taking the many months really necessary for the developmental process, proposal writers dash out their documents, hoping that weight rather than substance will prevail. There are still those who think that the heavier the proposal, the more money you get.

It is absolutely essential that we, as the proposal creators, **spend more time on pre-planning stages,** especially working on the definition of needs of our particular clientele. Proposals should be very systematically on the basis of the needs we identify. Part of the responsibility for systematic development of proposals lies, of course, with the U. S. Office of Education and the evaluators they bring in to select the projects to be funded. It is up to them to recognize those proposals that have been very carefully prepared with a sound foundation based on client needs. As soon as the writers realize that the Office of Education is now funding only carefully developed proposals, the slap-dash last-minute proposal will no longer be submitted.

THE PLANNING STAGE

Most ABE operational proposals call for the first months of the project year to be devoted to planning, with implementation during the final months of the first year. The operational phase extends into the second year, with terminal evaluation in the last two or three months of the project.

Most project planners devote too little time to the developmental stage. The most successful are those who have devoted the entire first year to the creative process.

At RFD we are using the first year to develop creative materials, create a detailed philosophical approach, prepare a viable curriculum model and carefully study the needs of our clients. In this way we are capable of creating a truly innovative approach to rural ABE. This total concern for the creative process and the lack of a need for devoting most of our time to implementing operational procedures in the early stages has enabled us to come up with some very exciting new approaches to the treatment of ABE problems that will have, I am sure, a very far reaching effect on continuing education in the coming years.

I am pleased to say the Office of Education has fully supported this planning time concept. I recommend very strongly, therefore, that all special demonstration projects that hope to be innovative **include enough time for the creative process to develop in a normal way.** It is only by trial and error in most cases that we can discover if the creative process is working. A great deal of time is needed just to sit and think about the problems and to have brainstorming sessions that will enable us to open up new vistas and approaches to future developments in our field.

THE BUDGET

Most ABE special projects have severe budgetary shortcomings. In the past, budgets were usually too low. Recently the Office of Education has moved toward funding fewer projects, but funding those they do support on a much higher level. This is an extremely healthy development that will insure more professionalism in ABE. It is much more important to fund a few projects extremly well—creative and innovative projects that will contribute significantly to the national picture—than it is to spread available funds so thin that all projects suffer.

Salaries have been too low in most cases. I believe we must start increasing the budgetary allotments for professional ABE staff. If we are going to attract the best talent for development and execution of our projects, it is essential that we be competitive with other fields for talent, or better yet, we should offer **higher** salaries than other fields in order to attract the very best possible talent.

Projects should include substantial funds for communications design. If we need the services of an artist, adequate funds should be included in the budget to have a good one . . . not minimum wages for a minimum artist. We should not ask the professional educator to be a professional artist. A good commercial artist these days receives anywhere from $10,000 to $20,000 annually. Let's be prepared to pay that price to insure the high quality we want in our profession. Let us not forget that we are in the communications business. We agree that one of our biggest problems is motivating and retaining students. We must be willing to spend money on first-rate communicators to assist the professional educators in getting the message across.

THE ELEMENTARY SCHOOL SYNDROME

Most ABE materials are prepared on elementary school equivalency levels. We talk about textbooks being on a "third grade level" or on a "fifth grade level." This is fine for children. The purpose of educating the child is to prepare him for adult roles. But the adult is already there and his needs are vastly different.

When an eleven-year-old child is in the 6th grade his life-style experiences all revolve around a fairly uniform level. His computational and communication skills are all roughly at that level. This is not true of the adult. Life-style experiences of the adult, first of all, are extremely diverse; and computational skills may be at an extremely high level—in some cases, at high school or above—while communication skills may be on the first or second grade functional level. And yet we have been relying on traditional elementary school materials in ABE classes.

At the recent Galaxy Educational Conference in Washington I visited all the commercial display booths. At each one I asked for materials specifically prepared for Adult Basic Education. Several of the largest publishers indicated that they hadn't prepared anything special for ABE but that materials produced for children were "usable."

We cannot rely on elementary school materials any longer as a stopgap measure. We must not make do with just "usable" materials. It is time that we discard traditional elementary school grade levels and develop our own system of content concept development. Traditionally we measure all educational success by vertical movement. If a student moves from the 4th to the 5th grade performance level he is a success. If he doesn't pass, he is a failure. A student who does not move from the 10th to the 11th grade is a high school dropout. He is a failure. It is a sad fact that most ABE programs are still based on this vertical movement theory. We measure success on the basis of movement from one artificial grade level to another—a grade level criterion designed for elementary school children. Very few of our programs allow for **horizontal** development of our client in addition to vertical skill improvement. Properly, one ABE goal **is** to encourage vertical basic skill improvement. However, there are many ABE students who, for one reason or another, move vertically very slowly and who have a great need for horizontal

(continued on back page)

We can no longer condone developing high quality content at the lowest possible design and execution level.

The sooner we divorce ourselves from tradltional elementary youth-centered criteria for educational improvement, the better off we will be.

development of life-style coping skills. The RFD project has developed a new system and technique for serving these adults—a system that allows unlimited horizontal skill development. The sooner we divorce ourselves from traditional elementary youth-centered criteria for educational improvement, the better off we will be. Let's develop our own system of ABE criteria that are directly related to the needs of our special clientele.

These are some problem areas we have recognized and can do something about **now.** The sooner we create a professional framework for our field, the sooner we develop a viable ABE discipline, the sooner we shed the "stepchild" robes, the sooner we will be able to serve our clientele more efficiently and effectively.

COMMENTS AND REBUTTALS SOLICITED

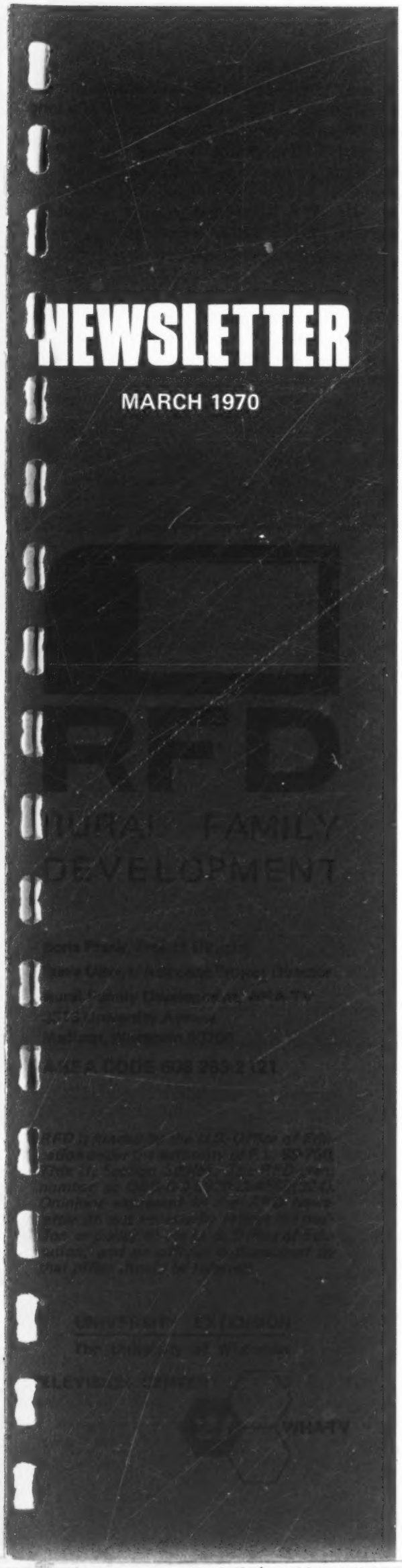
RFD welcomes, for publication in the Newsletter, your comments on the above article. We believe an open forum for exchange of such opinion will serve a useful purpose in the development of ABE as a professional discipline.

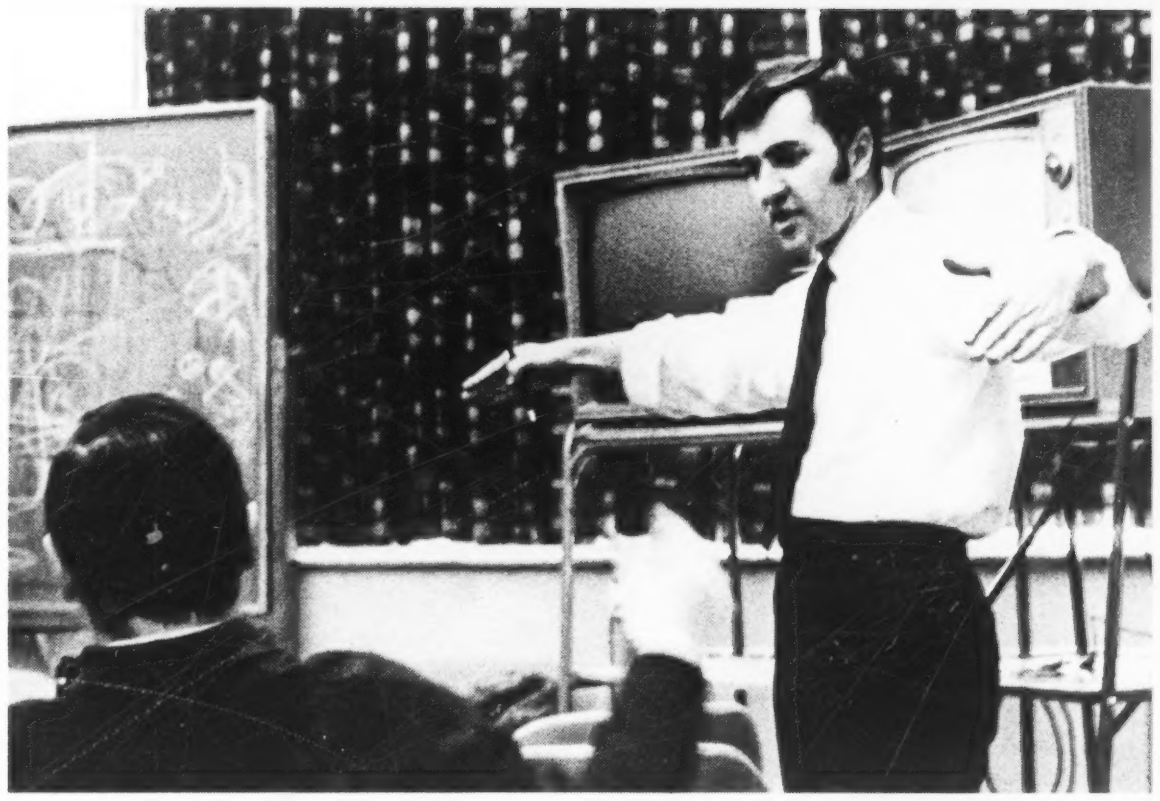
WHAT HAPPENED IN JANUARY

- W. D. Knox, editor of *Hoard's Dairyman;* Richard Courtright; and J. B. Adair visited RFD.
- David Prowitt, NET executive producer and science editor, joined RFD as special consultant.
- Full scale production began on all phases of RFD.

WHAT'S HAPPENING IN FEBRUARY

- RFD to host Region V ABE State Directors Conference in Madison, Wisconsin.
- Consultant Theodore Pinnock of Tuskegee Institute, Alabama, to visit RFD.
- Steve Udvari, RFD Associate Director, to present paper at The National Working Conference on Adult Curriculum Materials and Related Media, at Cherry Hill, New Jersey.





Explaining RFD television techniques is RFD's TV director Bob Leu.

HOW ABE SPECIALISTS SHOULD USE TV

If ABE specialists are to effectively use television, they must coordinate their efforts and cooperate with television specialists, says Bob Leu, director of the 30-minute RFD shows to be aired next year. Most importantly, he says, they must have faith.

"ABE people have to have faith in the TV people, because only qualified television specialists know what comes across best on TV. Some things ABE people write can go directly from content unit to television script; most of it can't. The content people have to allow the TV people to make the decision as to how it should be presented."

Explaining how RFD translates ABE concepts into TV shows, Leu said, "Very early, the television specialists are called in to the meetings when content units are just being designed; and we learn then what the basic concepts are that the ABE people are trying to get across.

"Once the ABE people have completed a unit and turned it over to us," Leu said, "a television writer works up a script. Then this TV script is reviewed by the TV producer, director, host and other staff members; and, it may all be changed, or it may be approved for production."

In addition to careful preparation, the RFD staff will strive for effective television by pretesting pilot productions, he said.

"Before the end of the summer," Leu explained, "we will have produced several TV units. Prior to full scale production, we will air these pilot units over Channel 21 (the ETV station producing RFD). An hour or so before the general public expects Channel 21 to be on the air, we will air the RFD pilot. There will be appropriate people in our viewing area who will be asked to watch Channel 21 at that time. In this way, the general public will not be aware of the RFD pilot, and the test group will be able to view the show naturally in their homes. Their answers to a questionnaire about the pilot will help us determine the effectiveness of the shows."

Leu said that throughout all stages of development—ABE content preparation and TV production—both staff groups, the TV and ABE specialists, "will know what is happening. It is this coordination and cooperation—plus faith in each other's ability—which makes me confident the RFD shows will be creative and innovative."

A veteran of 12 years of educational TV broadcasting, Leu said, "This is the way all ABE projects that use TV should operate."

RFD's TV director, Bob Leu, views closed-circuit RFD film.

Steve Udvari, left, discusses controversial views with RFD Project Director Boris Frank.

RFD's Steve Udvari

"THE NEED FOR NEW CURRICULUM DESIGNS IS NOW!"

There is a pressing need for ABE specialists to reconsider the philosophies of ABE—and they need to do it now.

The adult learner needs to learn more than just how to be employable—he needs to learn how to enjoy life.

ABE specialists have overlooked the role adult education plays in social change.

These are some of the conclusions drawn by RFD Associate Project Director Steve Udvari in a paper recently presented to the National Working Conference on Adult Curriculum Materials and Related Media at Cherry Hill, New Jersey. The following is a condensed version of that paper.

Reports of our advances in technology stress one theme, **man is being made obsolete.** There is a growing feeling of futility among adults in training and retraining programs. It is their jobs that will be obsolete in the next stage of technological advancement. Man is clinging desperately to one intangible thread of his existence: **the dignity of man.** The culturally and educationally unique are seeking **to improve the quality of their lives.** They are seeking **strategies** to cope with life events. Reading, writing and computing are among these strategies—as are getting a job, making a budget, and knowing the **man** to call when you have no other place to turn.

The new basic education curriculum for adults should grow out of the needs and experiences of the learner and contribute to his self-development and to the improvement of the quality of his life. The scope of such a curriculum, to be effective, must go beyond the literacy skills level and strengthen the learner's competencies as a person, a parent, a worker, and a citizen. The challenge of Horace Mann remains: "Education, if it is to mean anything, must teach us how to live."

Curriculum design is not the act of simply adopting or adapting existing child-oriented materials to adult applications. **Curriculum design is a process of determining a system of relationships between the learner, the teacher, and the total supporting resources of institutions.**

The great weakness of present ABE programs is that they are implemented without sufficient lead time to develop a viable curriculum. One result of this immediate implementation is that national ABE has never been organized around a specific philosophy or statement of goals. At present each program and organization seemingly pursues divergent goals, not the least of which is self-perpetuation through continued funding.

ABE professionals have two challenges before them: 1) they must design new models for ABE and develop supporting curriculum materials; and 2) they must promote and enlist publisher interest.

The need for such effort is now! Where do we start? We start with a definition, a design model, and a criteria of needs.

First, we need a working definition of ABE. I present, as a point of departure for further thinking, my definition:

Adult Basic Education is an institutional program in the continuing stream of life-long education designed to provide experiences to improve the quality of life of adults who are functioning at a level of performance that does not permit their skillful use of available alternatives and their total involvement in today's complex society.

Since adult education contributes directly and immediately to increasing the competence of adults who are affected by (and can influence) many aspects of social change, a concept model can be designed that relates to all major life roles and which can serve to develop content centers for listing experiences on a broad range of human interests and needs.

Goals for ABE are derived from the needs of adult individuals. These are a wide range of felt, real and postponed needs; however, nearly all can be assigned to one of the following four categories: 1) need to know, identify; 2) need to relate, be heard; 3) need to work, be productive; and 4) need to contribute, determine one's own destiny.

Using these needs, we can prescribe a set of goals. They are: 1) the goal of self-realization, 2) the goal of human relationships, 3) the goal of economic efficiency, and 4) the goal of civic responsibility. The goals define the life-roles of man. These roles are man as a person, a parent, a worker and a citizen. These roles serve to establish the basic concepts involved in ABE. The concepts are identification, iteraction, production and participation.

Knowledge is applied to the task of acquiring skills, ways of doing or dealing with things. As a result of our need to know, we develop literacy or communication skills. We use these skills to gather information about ourselves and others. In turn, they help us develop social skills as a response to our need to relate, the act of getting along with others. As the result of our human relationship interactions, we need to do for others—we need to work, to create, to be productive. To be productively engaged we must acquire vocational skills. Our vocational skills are used to make contribution to the community. As community persons we employ coping skills to participate in civic responsibilities. **Ultimately, these coping skills are used as strategies for political and social change.**

These ABE concepts must be translated into an educational delivery system around which a viable curriculum can be developed. RFD will employ an integrated curriculum approach; the curriculum skills will not be taught separately as in traditional literacy program. Most curricula for adults are designed in traditional textbook fashion, with separate texts for reading, writing, computing, and social skill improvement. RFD will integrate all of these variables in single unit presentations. Relevant social coping strategies will be determined on a priority scale

of use and importance and simultaneously integrated with listening, speaking, reading, spelling, writing and computing skill development.

The basic premise of the Integrated Curriculum Design is that adults can be taught to read, write, and compute through a system of coping skills that represent their most pressing needs within their immediate life frame. These strategies are designed in the form of problem solving relationships for strengthening judgments in exercising the adult role as a person, a parent, a worker/consumer and a citizen.

Almost invariably the first objective of most ABE programs is to help the adult master the basic education skills. There are few adults who want to master anything, let alone basic education skills. RFD is interested in upgrading learner skills in the basic subject areas; but, we are also interested in enabling adults to learn to employ strategies needed on improving the quality of life while learning other practical skills.

Most ABE specialists have unwittingly overlooked, or worse, minimized the contribution of adult education to deal with social change. Traditionally there has been overemphasis on method of education and degree of learner involvement instead of focusing on social issues and problems.

The RFD project addresses itself to one of the most perplexing variables confronting all ABE programs—the problem of motivation. After working hard all day or being frustrated by continued unemployment, it is hard for an adult to drag himself out of the house, drive miles to some classroom that reminds him of early failures, and then be bright and receptive to his "educational opportunity." Adults want to participate in programs at their own timetable, when their desire is at a peak, and when what is being taught interests them. Adults want to come when they can, leave when they want to, or when their needs have been met, and return anytime they feel the urge. Unfortunately, many adults become forced dropouts simply because they missed three classes in a row, or failed to move sequentially from one grade level to another. To meet these kinds of needs, program designs must consider and incorporate the variables of flexibility, availability, and applicability of the curriculum delivery system.

RFD will meet these challenges because it is not the traditional classroom and in-front-of-the-chalkboard setting. RFD will be in the homes. The project is designed as a three-pronged thrust, utilizing television, individualized home-study techniques and personalized contacts in the home to reach its participants.

We have learned in order to reach these people with messages, we must use those things through which they are now receiving messages. Television has been selected as the primary vehicle for conveying messages to and motivating potential rural learners, because we know that nearly 98% of all rural homes have at least one TV set.

As you can gather, what will be offered by RFD will be practical. The content units will expand learning situations to which the adult's background of experience can readily be related. Thorndike in his ***Learning Theories*** of connectivism points out that adults have already made many permanent stimulus-response bonds which they use—some deter rather than further learning. One of the purposes of the home-visitation agent is to detect these bonds and relay the information to the development team for creating new learning situations in order that the adult may recognize these errors and learn new relationships. In short, the purpose of RFD is not to destroy the environment that the participants are familiar with, but to capitalize on those aspects of the environment that the adult finds somewhat favorable and relevant with which to cope. I hasten to point out that the idea of coping is not just getting along, rather it is a dynamic expansion of the term to mean to deal with effectively.

RFD has been designed around four major "Content Centers." Each Content Center contains integrally related information about life experiences. These experiences are based on the concept development scheme of being and becoming, a relationship of moving inward then outward. The Content Centers are: Me, Me and Others, Me and My Money, and Me and My Community.

The objectives for the program are derived from an assessment of adult priorities of wants, interests and needs and integrated with the goals of education. Each content unit is designed in reference to communication and computation skill development. Furthermore, each lesson is designed on two levels of performance to meet individual needs and sequencing for developmental growth. Individual differences are considered in terms of performance, ability, motivation, rate of learning and self-pacing, and so forth. A personalized prescription is provided for each learner, allowing all learners to participate under full flexibility of personal limitations.

Surveys of people with the same life style as potential RFD clients were used to determine the priority of adult wants, interests and needs.

Instead of a textbook or workbook, the adult learner will receive four empty binders with an appropriate index of modular units and divider tabs ready to be filled with special instructional units that will be individually prescribed for the RFD member. More than 100 different instructional units will be prepared to go in these binders. Each major topic to be treated by RFD will be prepared on two different ability levels; this way, each RFD member, with the assistance of his home-teacher aid, will select the appropriate instructional unit that will meet his exact requirements. The adult inserts the unit in his Content Center loose-leaf binder, thus beginning his own encyclopedia of strategies for coping with life events.

Aside from the information and new concepts of how to deal with problems, the RFD member will be guided through a deliberate developmental process of acquiring reading, writing, and computing skills. In addition to having all lessons designed on two ability levels, integrated into each lesson are developmental concepts that permit learners to grow in progressive achievement.

The final facet of the RFD curriculum design is that every member will be able to participate in and benefit from the total program. For example, if an individual enters on one level and does not progress developmentally beyond that level, he does not have to drop out of the program. He will be permitted and encouraged to continue and benefit from the full range of the content materials, since all subsequent materials can be offered him on the same level of performance in which he finds success. On the other hand, if an individual progresses consecutively, he will receive subsequent units on progressively more difficult levels.

Advancement in our public educational system is now based on vertical movement: when you have mastered the second grade materials you advance to the third, then the fourth, and fifth. We do not provide for those who cannot go beyond a given grade level; as far as most schools are concerned, his education is over. The RFD Content Center system provides for unlimited horizontal educational advancement—an RFD member can continue to learn, in a variety of fields, indefinitely, broadening his life coping skills, at a given success level. Naturally, we hope he will advance vertically and improve basic skills. However, RFD has provided for those millions of Americans who cannot do this.

ABE must abandon the idea of moving adults through meaningless grade-by-grade progression and develop totally new models for adult learning.

COMMENTS AND REBUTTALS SOLICITED

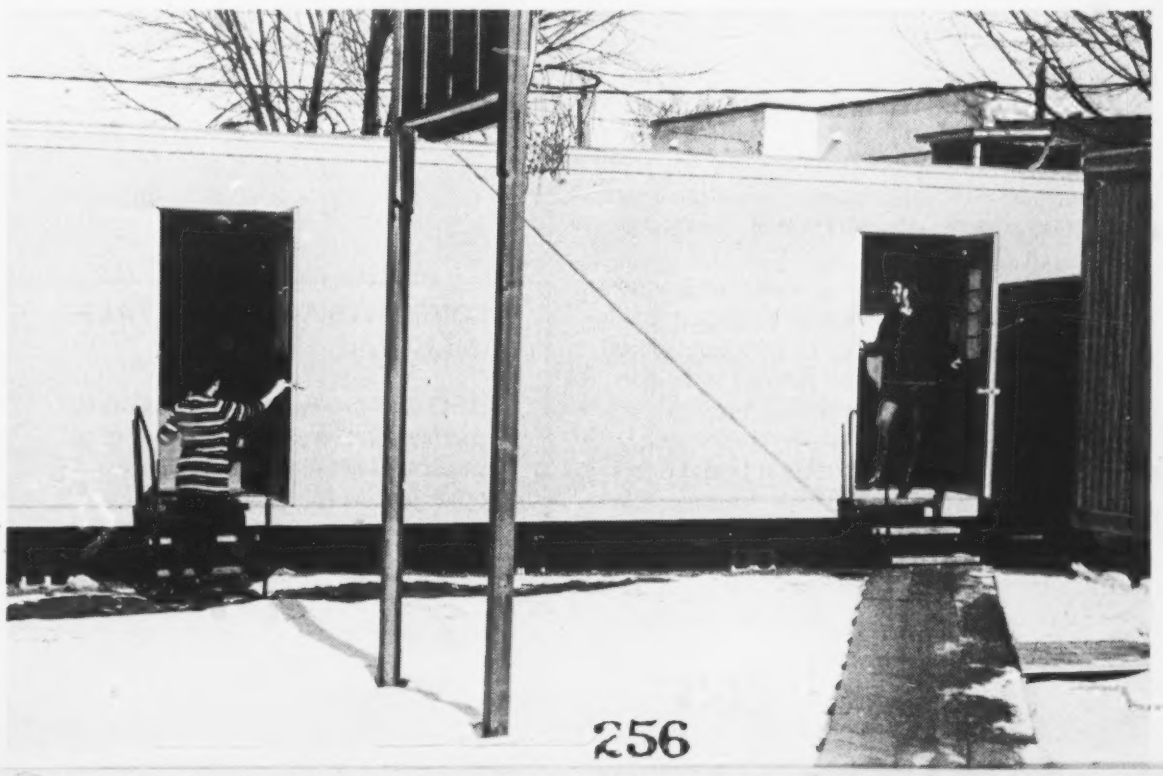
RFD welcomes, for publication in the Newsletter, your comments on the above article. We believe an open forum for exchange of such opinion will serve a useful purpose in the development of ABE as a professional discipline.

RFD's Trailer Pays For Itself

A 42 by 12-foot trailer has solved many problems for RFD. First, is cost: the trailer costs less than $10,000; and over the three-year project period, the trailer will save approximately $10,000 that would be required for standard office space. In other words, the trailer pays for itself over the project period; and the trailer belongs to the purchaser at the end of the project.

Boris Frank, RFD Project Director, said, "One big advantage of our trailer is having the staff working so close to each other; despite the reduced privacy, the close proximity forces the staff to coordinate and cooperate with each other. The only major disadvantage to this particular trailer is the lack of restroom facilities."

RFD moved into a trailer to avoid office space problems.



WHAT HAPPENED IN FEBRUARY

- RFD hosted Region V ABE State Director's Conference in Madison, Wisconsin.
- Theodore Pinnock of Tuskegee Institute consulted with RFD staff.
- First partial TV pilot produced.
- Final content interest areas selected.

WHAT'S HAPPENING IN MARCH

- Dr. William Griffith, University of Chicago adult education specialist, to visit RFD.
- First full-length TV pilot to be produced.
- First content unit (Joy of Good Food) to be printed.

NEWSLETTER

APRIL 1970

RFD's TV director Bob Leu wheels cinematographer Jim Santulli down the aisle.

THE SHOPPING GAME

RFD went shopping recently—complete with lights, camera and action. Early morning shoppers at a Madison grocery store were taken aback when they discovered the RFD TV production crew filming what appeared to be just a woman doing her shopping.

The crew was filming a segment that will be used to illustrate how to bargain hunt. The script called for a woman (RFD's Joan Fleckenstein) to try to buy all her groceries for less than $20. A sound track to be recorded later and played with the film would make her typical-looking shopping experience sound like a tension-filled spectator sport.

"Will she stay under her $20? Will she pick up the bargains . . . or pass them by?" the announcer will begin. "Watch as we give you the highlights of the action in the aisles . . . "

"Oh, Oh! This is going to cost her. She's taken three small cans of asparagus while on the other side of the store . . . fresh asparagus at half the price . . . But the action is just beginning. She can still save money if she plays her foods right." And the cash registers ring and the crowds cheer as the RFD shopping game continues—hopefully, making its point about bargain shopping and giving the ladies in the RFD audience a laugh. The RFD shows will be aired next year.

RFD DETAILS ABE PROMOTION AND PUBLICITY GUIDELINES

Without an adequately planned promotion and publicity schedule, the best ABE program will be a flop. RFD will not make that mistake. A detailed and extensive promotion and publicity schedule has been designed. It is one that is based on principles that should be considered by all ABE projects.

The most important principle is: Know your audience. Who will be interested in participating in the program? Many characteristics of the potential student will be known, of course, from research and design of the content materials. Many characteristics of one group of ABE students will be common to all ABE students. However, each ABE group does have its own special traits. Specifically, the likes, dislikes, prejudices and biases of potential students should be known before designing a promotional campaign. Unless these characteristics are taken into account, a promotional effort might offend instead of attract.

Promotion and publicity require many forms of media. And unless the media habits of the potential students are known, the most elaborate promotional campaign could be worthless. Which magazines are read? Which newspapers are preferred? What type TV shows are watched?—These are some of the aspects of media behavior that should be known before designing an ABE promotional campaign. With this knowledge, the advertisements, radio announcements and TV commercials—or whatever might be used in the campaign—can be accurately placed to get the attention of the potential student.

Care must be taken to speak the language of the potential student. ABE specialists use this principle well in their work with content materials. The same dictum applies to promotional materials. Promotional materials that impress other ABE specialists might mean nothing to the potential student. Every word aimed at the public must be carefully considered—one ill-chosen word or phrase can ruin the most elaborate advertisement.

The second major principle is: Know your media. For instance: Where an advertisement is placed in a newspaper will determine who reads it. An ad in the sports section will be read by a different group than an ad placed in the women's section. A radio announcement read at midday will be heard by one set of listeners who might not be listening at sunrise. A TV commercial aired during the soap opera times will be seen by one set of viewers who might not see the same commercial aired during the evening news time. Once again, the media behavior of the potential student must be known, and then the characteristic of the media must be considered.

The next principle is: Know when to do it. Timing of publicity is essential if it is to be effective. An ad campaign that attracts students before the project can handle them is a waste. Worse yet: An ad campaign that begins after the project is ready for stude[illegible] means lost time. The effectiveness of the media, the media habits of the potential students need to be considered. In other words, how long will it take for the word get out that an ABE program is available? This time span should dictate when the promotional campaign begins, how long it las[illegible] and when it should end.

One all-encompassing principle in promotion planning is: Know how to get others to do the work. ABE projects can be classif[illegible] as public services; and ABE promotional campaigns should take advantage of this. Special news releases to radio and TV stations should be prepared around the publ[illegible] service aspect of the ABE project. Free publicity can often be obtained by providing the right information at the right time to the right media. For instance, newspapers: The metropolitan dailies and the rural weeklies all have special interests that should be considered when preparing news releases. One aspect of an ABE project w[illegible] appeal to one newspaper and be ignored b[illegible] another: Knowledge of this will be crucial to having news releases printed. The best way to find out what appeals to what newspaper is to talk to the editor.

Another way to get others to do the promotional work is by contacting organizations in the potential students' areas that might be interested in the project. How th[illegible] ABE project might be useful to them shou[illegible] be emphasized. Contacts with such organizations as the YMCA, civic groups, churches, schools, industries, government agencies c[illegible] be made with letters, news releases, specia[illegible] displays and speeches.

For any ABE project, a speech should be prepared, along with all the other promotional materials. It should be written so th[illegible] any member of the project staff can deliver it. As many visual aids as possible should be incorporated into it. There are many grou[illegible] who look for speakers on public service projects—and ABE projects should capitalize on it.

These general principles for effective pr[illegible] motion and publicity have been considered in the development of the RFD promotional campaign. The following is a detailed account of how RFD will go about spreading the word that RFD is available. Similar techniques could be used by all ABE projects.

Phase One: From Today to Show Date Minus One Month

Begin contacts and photography leading to local farm, feature magazine articles to appear no earlier than Fall, 1970.

Press releases on RFD progress to professional journals keeping up their interest and providing a growing feedback of information.

Build up stock of project photos, particularly action and production shots.

ve writers begin work on Project Biographies (one story should be, in effect, a fact sheet giving name, rank, serial number of personnel, important dates, details of government backing and cooperation, etc.; the second one should be a thousand-word feature on what the whole thing is all about, including anecdotal material, unique aspects of project should be emphasized.

Work up "column items" to be held for release. These should be either very important or light-and-bright. It is important to keep a file. A lot of funny things happen that would make copy, then two months later are forgotten.

Begin work on envelope size, one-page mailer to be enclosed in telephone bills, pay-envelopes, USDA mailings. This mailer should include purpose of shows, duration, start date and time.

Contact those civic organizations that will cooperate in this mailing activity.

Ask for cooperation of and coordinate public relations departments (government and industry) that represent agencies involved.

Set up WHA-TV program guide story and mix.

Begin negotiations for WHA-TV promos and cross-plugs to begin two weeks before series airs.

Continue speeches by Boris Frank, et al, before any and all community groups on programs' function, but discourage news coverage at this point.

Phase Two: From Show Date Minus One Month to Show Date Minus One Week

Mailings sent out in industry envelopes.

WHA-TV promos begin.

Local radio spots begin.

Staff appearances on television interview shows, deejay programs.

Plug for newspaper features on project.

Column items released and plugged.

Individual captioned pictures serviced to local papers and wire services.

Local help from industry put into story form and released by us.

Phase Three: Show Date Minus One Week Through First Month of Show

Local paid television spots begin.

Radio spot campaign intensifies.

Newspaper ads in television section begin.

Press conference for local papers re series.

Announcement of program contests.

WHA-TV cross-plugs intensified and continued through series.

READ ANY GOOD BOOKS LATELY?
SEEN A GOOD MOVIE?
HOW ABOUT A MAGAZINE?
OR RECORD?
GRAPH?
CHART?
SLIDES?

About ABE, that is. If you have, write RFD. All relevant materials suitable for ABE projects in the 70's are being collected in the RFD Library and Resource Bank. Any and all contributions will be appreciated. See article, this page, for more details.

ABE LIBRARY& RESOURCE BANK PLANNED

RFD is building a library and resource bank of materials that should help the design and operation of any ABE project—rural or urban.

The purpose of the RFD library is not just to provide the RFD staff with relevant materials to be adapted or applied to the project. The library should serve as a national collection center for all pertinent ABE materials, both rural and urban.

The library will be designed around the four RFD interest areas (Me, Me and Others, Me and My Money, Me and My Community), and will include teacher and ABE specialist materials. Textbooks, workbooks, study guides, journal articles, pamphlets, slides, graphs, films, periodicals, records—anything and everything that could be useful to ABE projects in the 70's will be indexed in the RFD library.

"Usefulness" will be the key word in determining what will be included in the RFD Library and Resource Bank. The materials indexed will be evaluated with the following criteria:

- Is the subject matter of the material oriented to adult interests and experiences?
- Is the physical format (illustrations, typography, other graphic design) of the material appropriate for an adult user?
- Does the material deal with real life situations—homemaking, earning a living, sensible consumption, personal and social problems?
- Does the material seek to produce positive effects, such as building a stronger self-image, increasing understanding, broadening horizons and stimulating continued learning and self-improvement?
- Is the content of the material relevant to the reality perceptions, life style and social situations of the undereducated adult?
- Are the concept development and general style of presentation of the material simple, clear and direct?
- How does the material fit into the developmental skills levels of an adult basic education program? Beginning? Intermediate? Advanced?
- Is the reading performance level of the material specified or easily measured? Must a readability formula be applied?
- Does the material allow entry by the learner at different levels of performance and sequential development from that point?
- Does the material contain self-pacing devices that recognize individual differences and allow for satisfaction from achievement by the learner?
- Can the material be utilized to meet the particular needs of special students in special situations? Does it lend itself to individualized application?
- Does the material include learning aids, such as teacher and student guides, workbooks, and worksheets and graphic matter which actually facilitate the process? Are these practical, properly maneuverable, and adapted to independent use at home?
- What is the best application of the material—teaching resource? instructional content? supplementary reading? a combination of these?
- Is this material readily available at a reasonable cost?

Materials for the library will be collected throughout the RFD project period. A current annotated bibliography will be available when the RFD Library and Resource Bank begins operations nationally in October. Borrowing procedures will be announced then.

WHO'S WHO AT RFD

Tom O'Malley is RFD's library consultant. He helped design and will assist the application of library resources and services to RFD. Tom holds a master's degree in Library Science and soon will be certified as a Library Specialist at The University of Wisconsin. With experience as director of two libraries, Tom is currently Project Associate and Library Specialist at The University of Wisconsin Extension Library.

Ellen Adler is a content specialist for RFD. A candidate for a master's degree in Education at The University of Wisconsin and soon to be certified in Remedial Reading, Ellen is working with RFD field staff in testing content units and evaluating ABE materials for RFD's Library and Resource Bank. Majoring in linguistics, Ellen received her B. A. from The University of Wisconsin in 1968. Living on a farm near Blue Mounds, Wisconsin gives Ellen an appropriate point of view toward rural adult basic education.

WHAT HAPPENED IN MARCH

- Helene Aqua appointed RFD Associate Project Director.
- Associate Project Director Helene Aqua led study group at the Teachers of English to Speakers of Other Languages (TESOL) Convention at San Francisco.
- Second full-length TV pilot produced.
- Dr. William Griffith, University of Chicago adult education specialist, consulted with RFD staff.
- Rural Family Development developed two new babies: a girl (the sixth child) to RFD TV host Jim Mader, and a boy (the first) to Research Assistant Mark McElreath.

WHAT'S HAPPENING IN APRIL

- Field testing of content materials to go into full operation.
- Project Director Boris Frank to attend the Rural Vocational Education Institute III in Auburn, Alabama.
- Production of completed content units and TV pilots to continue.

NEWSLETTER

MAY 1970

RFD

RURAL FAMILY DEVELOPMENT

Boris Frank, Project Director

Steve Udvari, Associate Project Director

Helene Aqua, Associate Project Director

Rural Family Development, WHA-TV
3313 University Avenue
Madison, Wisconsin 53705

AREA CODE 608 263-2121

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UNIVERSITY EXTENSION
The University of Wisconsin

TELEVISION CENTER
21 WHA-TV

RFD PILOT SHOW COMPLETED

The second 30-minute RFD pilot show was completed recently. It contained such features as a grocery store shopping game, brick construction tips, property protection information and plain ole entertainment by country-western star Johnny Cash. The setting for the studio shots was the new RFD kitchen, designed to resemble the typical rural "center of the house." The kitchen set was designed by the RFD artists and TV specialist, and it took several months to build. Several television techniques were used in the various segments of the show: slides, films, video tape and animation. This TV pilot will be shown to a special audience this summer to determine the effectiveness of the RFD television techniques.

INSTITUTES & WORKSHOPS IN ADULT BASIC EDUCATION

The University of Wisconsin-Milwaukee announces the funding, by the United States Office of Education, of Institutes and Workshops in combined aspects of teaching English as a second language or dialect and Adult Basic Education for the summer of 1970. The purpose of the program is to train a minimum of 185 experienced teachers in techniques and curriculum design for teaching standard English and functional literacy to speakers of other languages or other dialects who are adults (eighteen years or older) with the equivalent of an eighth grade education or less.

There will be three Institutes, of two weeks duration each, and each providing training at the basic level for 35 participants. Each Institute will concentrate on a specific target population, viz:

* Institute I, July 12-July 25: Teaching speakers of nonstandard dialects of English.
* Institute II, July 26-August 8: Teaching speakers of heterogeneous first-language backgrounds.
* Institute III, August 9-August 22: Teaching speakers whose first language is Spanish.

There will be two Workshops, of three weeks duration each, providing advanced training in curriculum and materials development for English as a second language or dialect in Adult Basic Education. Each Workshop will train 40 participants, the dates being: Workshop I: July 13-July 31
Workshop II: August 3-August 21.

Where appropriate, Institute and Workshop activities will interact.

Participants in the program will be admitted from all regions of the United States, and will be paid the usual stipend of $75 a week, plus $15 a week for each dependent (as claimed for Federal Income Tax purposes). Travel allowance will be granted for one round-trip fare from place of residence to Milwaukee, provided the distance one way exceeds fifty miles.

Formal education is not a prerequisite for the Institute or the Workshop, but there are criteria. All interested teachers should contact their local state director of Adult Basic Education and write for further information to Dr. Robert F. Roeming, Department of Language Laboratories, Adult Basic Education Institute/Workshop, University of Wisconsin-Milwaukee, Wisconsin 53201.

RFD'S HELENE AQUA:

"It's time to look at ABE curricula from a new point of view."

In this decade of national prosperity, when our standard of living is increasing, a substantial number of adults are unable to function adequately because of a lack of basic educational skills. These individuals are both socially and mentally handicapped. They are found not only in certain areas of our country, but in every one of our fifty states.

According to the U. S. Office of Education there are more than twenty-four million Americans who have had less than eight years of formal schooling. Of these, sixteen million are considered functional illiterates, and eleven of the sixteen million are living in extreme poverty. Unemployment, low wages, sub-standard housing, high rates of crime, and broken homes are only a few of the characteristics which the poor share in common. "From the lettuce fields of California to the concrete acres of Harlem, low income white, Indian, Negro, and Spanish speaking Americans share poverty's harvest.

Science and automation are changing the minimum educational requirements in all aspects of the world of work. Consequently, more and more adults in our society are being classified as uneducated or under-educated. At one time these same people could have found jobs as unskilled laborers, but with the rapid advance of technology many of them have been put out of work. If they do find employment it is at a wage level that offers them not much more than mere subsistence.

The current answer to this problem seems to be to put more and more people into adult basic education classes. However, it is wishful thinking to believe that the current trend of more and more adult basic education classes will in any way solve the more far reaching and difficult problem of the social task which is raised by the kind of learner himself. It should be recognized that our educational problem is a matter of a cultural problem as well as an economic one. Often the student of adult education classes is a migrant who has been drawn into the city from the country in hope of a better life. Due to some extent to his rural origin he is unaccustomed to the city standard of living. To add to this problem he is illiterate, semi-illiterate, non-English speaking, or of a racial minority. He is psychologically, culturally and financially susceptible to illness, crime and exploitation.

Today's emphasis on the "War On Poverty" has brought the concept of education as the "cure all," the panacea to cure all ills. However, education is not the only reason the poor are poor. Instead it is both the cause and the effect of poverty. When lack of education is looked upon as a consequence of poverty then we can better understand why some of the problems exist and why some of the traditional curricula are not realistic.

The problem emerges out of the necessity for the development of a flexible and workable curriculum that will fit the needs of a particular type of student enrolled in adult basic education classes.

Today we see growing areas of adult education challenging traditional methods and programs and working to meet the needs of individual areas in our country. An increase of local diversity has begun, and many communities are working toward more diversified programs. It is becoming more and more apparent that extension of day programs is not enough. However a review of adult education in the United States shows that the curriculum being used in most programs is still far behind the needs in most areas. Furthermore, in spite of the fact that every state in the Union has compulsory education and attendance laws, the fact remains that a significant number of people are under-educated or uneducated.

The U. S. Office of Education is opening many doors for new phases in adult education. Programs under Title II-B and Title III of the Department of Health, Education and Welfare are being funded all over our country. It is imperative that all personnel involved in these programs become aware that these projects are intended for much more than just the teaching of basic skills. Their primary purpose is and must be the development of those educational and social skills which allow the adult to meet the needs and demands of modern society.

The primary purpose and goals of the act are as follows:

> . . . to initiate programs of instruction for individuals who have attained the age of 18, and whose inability to read and write the English language constitutes a substantial impairment to get or retain employment commensurate with their ability to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, improving their ability to be benefited from occupational training otherwise increasing their opportunities for more and productive and profitable employment, and making them better able to meet their adult responsibilities.

Unless we take a more realistic view of some of these facts, the goals of this act cannot be reached. We must begin to sho a marked change from the traditional educational patterns of the past. The kinds of students are new, the problems are new, and therefore the curriculum and the structure around which the programs and curricula are built must be new. They must be looked on with a new concept and a new point of view if we are to accomplish our purpose. Mary Wallace aptly put it when she said, "They cannot fail today and succeed tomorrow, for if they fail today, they will not be back tomorrow."

It is wishful thinking to believe that th current trend of more adult classes will in any way solve the far more difficult social task which is raised by the adult learner himself. It should be recognized that our educational problem is cultural as well as economic.

A recent study of adult education by the Opinion Research Center at the University of Chicago, 1963, shows that although there is an increase of adult classes and adult participation in these classes throughout the country, the average student attending classes has at least a high school education or better. Furthermore, the largest group, and the one with the greatest need for more education, the under-educated, the untrained, and the unemployed is not touched by adult education.

Elementary education for illiterates or those who must compensate for education missed in childhood or youth is needed in nearly every adult program. Every time a census is taken we find that a substantial number of adults, 25%, has not graduated from an elementary school. Moreover, some 10% have never finished six years of schooling, often considered the level of functional illiteracy. In some states the percentage is much higher than the national figure. In spite of all these facts programs continue to be geared for the adult who already has a great deal of schooling.

Teaching the adult illiterate and the educationally disadvantaged normally accepted subjects from traditional curricula, teaching principles, and school practices will not succeed. The essence of the problem is not primarily one of cultural dis-

ility. In reality he must learn about an entirely different culture at the same time that he is learning the basic skills. In tuality the two problems are one. lerein lies the problem and the one that can be – and must be – overcome." Our adult illiterates must have specially ined teachers, and specially prepared aterials if our adult programs are going to succeed.

Jules Pagano, former Director of Adult ucation Programs, Washington, D. C., in ewsletter of November 1966 states the ollowing: "We should take a long hard look at the content and the goals of basic ucation in this scientific age. To assist ople to become fully functional members of the computerized, jet age, we should concentrate on consumer education, household science, and civic responsibility as ell as the three R's."

Although the goals of any good educational program should be to help students hieve proficiency in the basic skills and hereby help the student help himself to better contribute to the society in which he lives, the program must also consider ternatives if the student's goals do not incide with the goals of the program. A ound program must start where the student is **now**, and help him to achieve his cessary and desired goals. "And perhaps, e words **his goals** – the student's goals – re the key words in planning and carrying out an effective Adult Basic Education ogram.

Lacking the skills of reading and writing re not the only skills lacked by the undereducated adult. Studies show that this dult is often inadequate in other areas as ell. He is more often than not unable to ke care of himself even in regard to the most basic rules of health, nutrition, and fety. Lacking educational skills and ffering from serious social deficiencies, is impossible for him to function as a happy and contributing member of society. Teaching him these skills alone will ot erase poverty nor able him to function ore adequately, even though he so sorely needs them.

To reduce the problem to mere education is to simplify it and thereby eliminate e chance of rectifying it. The course of education must be carefully planned, and the success or failure of the education of e adult is dependent upon, to a great egree, the skill and knowledge of the curriculum director.

To understand the goals of the student nd to thereby better understand what is ecessary for a successful curriculum the basic characteristics of the student should be taken into consideration. In other ords, we must ask ourselves, Who is the arner most likely to enroll in basic adult classes? The goals of the student usually indicate his prime reason for enrolling in n adult basic education program. He may be seeking employment or advancement in employment; he may need to communicate more effectively, or he may be a referral from another social agency.

A careful and extensive study should be made of the community, the neighborhood and the people to be served. The job market should also be carefully explored. This becomes a two-fold task because the goals of the students and realistic world in which he lives must be matched. In other words, the curriculum must look realistically at student opportunities after basic training. Will he be equipped to get a better job, further his education, go on to more specialized vocational training or, because of an unrealistic approach, will the future be another dead end?

Each community should be carefully studied and compared with other communities. Other programs should be examined and evaluated. The danger here lies in the mere duplication of another program. Imitation can mean total folly. Each community should and must develop its own core program. However, communities with like problems, like population, like work markets should be studied and compared. Communities that share much in common often come up with somewhat the same core curriculum. The major point in question here is that adult education cannot have a fixed curriculum, but rather it must have a flexible curriculum based on the specific needs of the student and the community. Although upon observation adult programs may seem to share much in common and are more alike than different throughout the country, it is sometimes just that something different that will determine the success or failure of that particular program. Sameness on the surface is inevitable, and if two programs are exactly alike then they should be serving exactly the same kinds of people and exactly the same kind of community. The common core is that which makes up the general characteristics of many programs, but it is that inner core that makes up that important difference.

Trying to meet the needs of the students in adult programs is a difficult task facing administrators today. These adults are diversified in training, experience, age, and motivational factors that bring them to class. How does the school face the problem of attracting all age groups, at all levels of experience, and how does the school keep the students after they have enrolled? The answer is not clear cut nor is it an easy one, and it seems that one of the answers is that adult education will be accomplished via the route of situations, not areas or subjects in the curriculum. Each adult learner is an individual with specific situations that he finds himself in with regards to his work, his pleasure and his family. There are many other situations which call for various adjustments. This is where adult education begins. "Subject matter is brought into the situation, is put to work when needed."

Since 1960 there has been a great deal of recognition of the fact that most adult education classes are serving those who need education the least. This has brought about the severe and critical examination of the objectives of the public school education. With it has also come more attention to the financial share of adult classes and the need of their being subsidized by all levels of government. Of even more vital importance has come a new concept and a new focus on the idea that the attainment and recognition of the adult to be educated should and must be the key factor in maintaining the health of the nation.

Although education on the adult level as an integral part of our educational system is comparatively new, educators with foresight have long since recognized its importance if our nation is to benefit from all its resources. To have merely given recognition to adult education as a member of the education family to date is not enough. Nor will it ever truly be a member if adult education is to mean merely the extension of elementary and secondary education. The education of the adult is **more** than just the examination or extension of what already exists. It is an entity in itself and calls for a different course content, different materials, different methods, different counseling, different facilities, and, most important, different teachers. Perhaps the key word here is "different," for to have the adult merely repeat those courses that have been offered at an elementary or secondary level is to ask for disaster. Each and every factor of the program must be carefully chosen to meet the needs of the adult learner. Teachers must do more than just teach. They must completely understand, respect, and, above all, empathize with the adult learner, or they will not be able to do their job.

The basic tools or reading, writing and arithmetic can open many doors – doors not only to vocational and occupational training but also to a larger life, philosophically and psychologically speaking. The illiterate or functional illiterate lives in a world where many of life's doors are closed to him. With the acceleration of technology, with a growing complexity in every phase of today's living, the tragedy of not being educated is accentuated, and the financial burden to the whole nation increases. Basic education has become a must for millions of Americans, and specially prepared programs to meet these needs have also become a must if we are to serve our nation for the common good of all. Educational programs will serve the nation well when we have schools that face the question all men have experienced and when all curricula are curricula based on life's experiences.

RURAL FAMILY DEVELOPMENT
RFD
WHA-TV
3313 UNIVERSITY AVENUE
MADISON, WISCONSIN 53705

RFD is looking

FOR

HOME-VISITING TEACHERS

AND TEACHER SUPERVISORS

For more information, write RFD.

"GROWING PAINS" REACTION

In "ABE Growing Pains," Feb. 1970 RFD Newsletter, Boris Frank accurately pinpoints some of the most important problems in Adult Basic Education today. The "Last Minute Syndrome" of preparing project proposals is common, but not always by choice. In most cases, the educator receives the guidelines for proposal preparation only a few weeks (and sometimes a few days) before the deadline for submitting the proposal. Thus, pre-planning is not feasible.

As for budget problems, the idea of funding **fewer** projects **more extensively** is commendable. An example of this type of funding has occurred in the Southeastern Region of the country where the Southern Region Education Board has designated the Administrative Agency for the ABE programs in six states. Not only does this allow more concentration of funds in one area, but the various state programs can be supervised and coordinated on a regional basis to provide better training programs and to eliminate duplications of effort where possible.

However, there is one viewpoint about which this writer is somewhat concerned. Boris Frank refers to Adult Basic Education becoming "a profession," or "a viable ABE discipline." Conflicting views exist about the role of ABE and its relationship to the overall field of Adult Education. Many professional adult educators contend that there is not enough substance in ABE for it to stand alone and that to train individuals who are only qualified to work in ABE is not sufficient. There are states in which full-time ABE employees are few in number and the needs in other areas of Adult Education are just as great. Whatever the outcome, these conflicting views about ABE must be resolved among **all** adult educators in order that we can coordinate our efforts in support of this endeavor without disrupting the progress of the emerging field of Adult Education.

Professor Don F. Seaman
Mississippi State University
Department of Administration
Supervision & Adult Education
State College, Mississippi

WHAT HAPPENED IN APRIL

- Associate Director Steve Udvari visited U. S. Office of Education, Department of Agriculture in Washington, D. C., and the CABEL project in Arlington, Va., to evaluate existing ABE materials.
- Associate Director Helene Aqua conducted two day in service teacher training workshop at ABE T.E.S.O.L. in Indianapolis, Indiana.
- RFD's TV director Bob Leu and cinematographer Jim Santulli were honored by public television executives for their role in the WHA-TV production *Portrait of the Police: Drawn by a City*.
- Project Director Boris Frank attended the Rural Vocational Education Institute III in Alburn, Alabama.
- Field testing of content materials in full operation.

WHAT'S HAPPENING IN MAY

- Production of completed content units and TV pilots to continue.
- Associate Director Helene Aqua to present paper at the Wisconsin Board of Vocational, Technical and Adult Education meeting in La Crosse, Wisconsin. Her paper will concern the training of ABE para professionals.
- Library consultant Tom O'Malley and Helene Aqua to visit community libraries in RFD area.

COMMENTS? CRITICISMS? SUGGESTIONS? Write RFD.

NEWSLETTER

JUNE 1970

RFD Clears Three Big Hurdles in First Year

by Stephen Udvari, Associate Project Director

In retrospect, this first project year has been filled with excitement and frustration. The frustration has come from the limits of time and resources that have tended to limit the scope of the project. The excitement has come from the realization that we have developed a viable educational design that is truly unique and that our design concept is sound.

Initially our first hurdle was to overcome some of the traditional beliefs of ABE; namely that since adults are learning communication and computation skills from the beginning of the learning spectrum, they can be put into an elementary school setting for their learning experiences and subjected to the grade-placement progression.

The second hurdle dealt with the scope and sequence of materials for adults. Overcoming the idea that adults must learn all the information from the beginning of one concept to the start of a succeeding concept was difficult. Again the traditionalists did not allow the adults to fulfill their basic practical needs, rather they subjected adults to tasks that fulfilled only good pedagogical techniques and methods.

The third hurdle was in reference to adult learning style. RFD contends that adults have certain learning needs to satisfy specific life coping situations. Our contention is that the RFD project is not a literacy program; instead, RFD is a program that provides adults with strategies of who to see, where to go and what to do. As the individual learns to solve his most pressing and relevant needs, he is at the same time learning and applying communication and computation skills.

Our investigations and subsequent development have run a pains-taking course. The design of our ABE Education Model and the Educational Delivery System has taken a great deal of time. It was worth the effort, since the structure now permits us to move with greater speed than if we had started developing content materials at the outset.

A preliminary survey of our clients revealed certain demographic information that was vital in supporting RFD's concept of client interests, behavior and needs. This information was reinterpreted with a Q-sort to determine the client's priority of relevant concerns (see article, next page). Ultimately, this list of priorities served as the base for the development of our RFD content materials.

As a part of our delivery system, RFD developed a three-track scope and sequence model; it utilizes the concepts inherent in communication and computation skills of the elementary education curriculum. These concepts were reinterpreted into three performance levels for adults . . . the communication and computation skills tracks. The third track called life coping skills, is a corelation of these two skills and is specifically defined in terms of terminal behavior objectives for adults. Using the 14 major concerns of rural undereducated adults as determined by the Q-sort, the content development team is plugging in these concepts and objectives into the units of the RFD Content Centers.

We have reviewed the existing materials in the field of ABE, we have invited ABE experts to sit with us or have visited with them, and we have listened to the voices and ideas of the adults RFD will serve. We are encouraged by their criticisms and support for the RFD project.

With the development of effective television presentation techniques to motivate the rural adult to participate in the program and the development of a comprehensive field operations program for personalized home visitations, we are convinced that our program will provide a valuable link in the continuing education process for adults.

During February, March and April, RFD conducted a statistical Q-sort of potential titles for RFD content units. The purpose was to determine ABE client preferences of all the proposed RFD content units. The results of the Q-sort confirmed RFD opinions about RFD client preferences, and indicated general preferences of ABE clients.

A Q-sort is a psychometric and statistical procedure involving the sorting of decks of cards called Q-sorts. The Q-technique is mainly a sophisticated form of rank-ordering. The RFD Q-sort was administered to professional ABE specialists, other professionals, non-professionals and ABE client/participants. It was administered throughout Wisconsin to 100 people.

These are the titles that 10 of 44 ABE participants chose within their first 14 choices:

Increasing My Vocabulary
Helping My Children Do Better in School
Getting Along with My Wife/Husband
How Can I Help Others
Taxes are Eating Me Up
Community Adult Education Programs
What Are My Civil Rights As a Citizen
I Need Help—Where Can I Get It?

The adjacent major units are being developed by RFD content specialists to align with the preferences indicated by the Q-sort. The original Q-sort titles are indicated in parentheses. The titles for modules and units of the RFD Content Centers are tentative, and may be reworded.

Looking For a Job was popular in the Q-sort. RFD has such a module in a comprehensive draft stage, but will withhold production because there are ample ABE materials in this area. The ***Looking For a Job*** module may be developed later. The Q-sort also indicated a high priority for ***Using Better English, Increasing My Vocabulary,*** and ***Spelling Better.*** These areas will be treated using existing ABE materials.

RFD Conducts Q-So

Picture at right: RFD's TV host Jim Mader doing Q-sort ►

Q-SORT TABULATION — HIGHEST INCIDENCE

IN THE FIRST 14 CHOICES

PARTICIPANT-CHOICES OF HIGHEST INTEREST-TOTAL 44

COMPARISON

	ABE Part. Total 44	Non-ABE Non-Prof. Total 21	ABE Prof. Total 24	Other Prof. Total 11
Living Within My Means	23	11	5	4
What Do I Live On When I Retire	15	6	2	1
Smart Food Buying	14	6	10	6
Looking For A Job	14	5	12	1
How I Can Become A Better Person	14	4	4	4
Understanding Insurance	14	7	3	1
Family Health	12	3	6	0
My Responsibilities As A Citizen	12	4	1	1
Pollution! Population! Conservation!	12	8	3	4
The Joy Of Good Food	11	4	5	2
Growing Old	11	2	2	1
How To Build Character In My Children	11	7	6	1
Spelling Better	11	1	1	0
Using Better English	11	4	3	1

ort to Determine Client Preferences

(Living Within My Means)

1. **Module title:** MANAGING MY FAMILY'S MONEY
   Unit titles:
   - Understanding the Paycheck
   - Family Spending Plan
   - Using Credit Wisely
   - Family Security
   - (Understanding Insurance)
   - (What Do I Live on When I Retire)

2. **Module title:** BUYING GUIDES
   Unit titles:
   - Buying Knowhow
   - (Smart Food Shopping)
   - Buying Clothes for My Family
   - Buying Appliances and Furniture

3. **Module title:** WHO AM I
   Unit titles:
   - Understanding Oneself
   - My Personality
   - My Attitudes and Habits
   - (How I Can Become a Better Person)
   - (Growing Old)

4. **Module title:** HEALTH, SAFETY AND SANITATION (FAMILY HEALTH)
   Unit titles:
   - Emergency First Aid
   - Nonemergency First Aid
   - Accident Prevention
   - Recognizing Symptoms of Illnesses
   - Sanitation

5. **Module title:** CITIZEN: MY RIGHTS AND RESPONSIBILITY
   Unit titles:
   - (My Civil Rights as a Citizen)
   - (My Responsibilities as a Citizen)
   - Respect of Other's Ideas and Ideals
   - (Population! Pollution! Conservation!)
   - Fact, Fiction, Opinion & Propaganda; Rational Judgment

6. **Module title:** (JOY OF GOOD FOOD)
   Unit titles:
   - Introduction
   - A Choice: Casserole or Stew
   - Supper on the Table, On Time
   - Meals For a Day
   - Wise Planning + Smart Shopping = Good Meals

7. **Module title:** MY FAMILY
   Unit titles:
   - Understanding Feelings
   - (Getting Along with My Wife/Husband)
   - (How to Build Character in My Children)
   - (Helping My Children Do Better in School)
   - Problem Solving

8. **Module title:** GETTING ALONG WITH OTHERS (HOW I CAN HELP OTHERS)
   Unit titles:
   - Communicating
   - Getting Along With Friends
   - Getting Along With Neighbors
   - Getting Along With Fellow Workers
   - Getting Along With My Boss

9. **Module title:** (I NEED HELP, WHERE CAN I GET IT)
   Unit titles:
   - Welfare Services
   - Medical and Health Services
   - Legal Aid Services
   - Employment Services
   - Leisure Services

RFD MODULES BEING DESIGNED TO ALIGN WITH CLIENT PREFERENCES

Non-Profit Organization
U.S. POSTAGE
PAID
Monroe, Wisconsin
Permit 81

Who's Who at RFD

Two new pretty faces at RFD are ***Carol Tortorice***, left, and ***Janet Laible.*** Janet is an experienced journalist, having written for rural papers in northern Illinois and for the Armed Forces Newspaper services in Europe. She is responsible for editing and colloquializing RFD content materials. Carol is RFD's new production assistant. She assists the producer, writer and director in production development and assists the director in studio production.

ERIC Clearinghouse
MAY 21 1971
on Adult Education

WHAT HAPPENED IN MAY

- Associate Director Steve Udvari consulted with Dr. Edwin Smith, professor of Elementary Education and director of the Reading Clinic and Functional Education Center at Florida State University.
- Associate Director Helene Aqua presented "Challenge of Directing Para-Professionals" at the Wisconsin Board of Vocational, Technical and Adult Education at La Crosse, Wisconsin.
- Library consultant Tom O'Malley and Helene Aqua visited District Library meetings in Mineral Point and Baraboo, Wisconsin.
- Production of TV pilots and content units continues.

WHAT'S HAPPENING IN JUNE

- Associate Director Helene Aqua to visit Operation Armchair and the Reader Development Program in Philadelphia.
- Six TV pilots to have been produced and "in the can."
- Status reports on all phases of the project to be prepared for submission with the first year project report.
- Director Boris Frank to visit Tuskegee Institute in Alabama.
- Dr. Edwin Smith, from Florida State University, to consult with RFD staff in Madison, Wisconsin.

END

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